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**“AUDIOVISUAL RESOURCES FOR PRONUNCIATION PRACTICE IN
7MO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA
PRESIDENTE VELASCO IBARRA”**

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DEDICATION

To God, to my parents, and to my younger brother, the pillar that keeps me going is your love and emotional support every day. To God, because I always ask for your prayers to strengthen my knowledge and be my support, so that I never give up.

To my parents Jaime and Guadalupe, who never let me give up; they turned the negative into positive; they gave me the confidence that behind every effort there is a great reward, that goals are achieved through my own merits; those words of encouragement, those hugs for each completed semester, and the congratulatory snacks were my driving force to say NO to failure; the importance of having present parents who support me through setbacks, sadness, and, of course, joy. I will say to them: **Thank you for being the best parents!**

To my younger brother Mateo, even though I felt tired and stressed from my studies, and my mind was occupied with homework, among other things, he was my laughing partner every day. Every moment we shared is and always will be the most important thing in my life.

I love you, Dad, Mom, and Brother!

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ABSTRACT

The purpose of this research is to analyze how audiovisual resources can improve the pronunciation of seventh-grade students at the Unidad Educativa Presidente Velasco Ibarra through the use of tools such as educational videos, subtitled videos, and short films. These tools combine visual and auditory elements to help students learn sounds and pronounce them correctly, thus enriching their practice. As part of the study, a teaching guide titled "Voices in Action: Find Your Voice" was developed, designed to integrate various activities. The guide includes listening comprehension, repetition, and sound recognition exercises, encouraging student participation, and the application of what they have learned in communicative tasks.

The study is a mixed-methods study, using a survey as the primary technique. Students reported how these resources influence their learning, motivation, and confidence in speaking English. The results show that the use of audiovisual resources in class makes acquiring knowledge easier and more creative; furthermore, immediate feedback facilitates error correction and encourages constant practice, making learning more dynamic and effective. In the case of the teacher, an interview was conducted in which they mentioned that the use of audiovisual resources influences student learning but is not always applied in class. However, the teacher indicated that these resources improve English teaching.

Keywords: Audiovisual resources, students, pronunciation, sounds, communication, activities.

RESUMEN

El propósito de esta investigación es analizar cómo los recursos audiovisuales pueden mejorar la pronunciación de los estudiantes de séptimo grado de la Unidad Educativa Presidente Velasco Ibarra mediante el uso de herramientas como videos educativos, videos subtitrados y cortometrajes, donde se combinan elementos visuales y auditivos para que los estudiantes aprendan sonidos y los pronuncien correctamente, lo que enriquece su práctica.

Como parte del estudio, se elaboró una guía didáctica titulada “Voces en Acción: Encuentra tu Voz”, diseñada para integrar diversas actividades. La guía incluye ejercicios de comprensión auditiva, repetición y reconocimiento de sonidos, fomentando la participación de los estudiantes y la aplicación de lo aprendido en tareas comunicativas.

El estudio es una investigación de método mixto, utilizando una encuesta como técnica principal. Los estudiantes reportaron cómo estos recursos influyen en su aprendizaje, motivación y confianza al hablar inglés. Los resultados muestran que el uso de recursos audiovisuales en clase permite adquirir conocimientos de forma más fácil y creativa; además, la retroalimentación inmediata facilita la corrección de errores y fomenta la práctica constante, haciendo que el aprendizaje sea más dinámico y efectivo.

En el caso del docente se realizó una entrevista donde mencionan que el uso de recurso audiovisuales influye en el aprendizaje de los estudiantes, pero no es siempre aplicada en clase. Sin embargo, el docente indica que estos recursos mejoran la enseñanza del inglés.

Palabras clave: Recursos audiovisuales, estudiantes, pronunciación, sonidos, comunicación, actividades.

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INTRODUCTION

Problem background

As mentioned by Calle et al. (2012), the main cause of the limited knowledge and poor performance in English of students who finish high school is believed to be related to the insufficient use of effective strategies that English teachers apply, especially in many public schools in this city.

The current situation, which exists in several parts of Ecuador, such as in the city of Ibarra, is mainly due to the fact that teachers do not employ teaching methods that promote active learning and effective interaction. In addition, they do not put enough effort into motivating students to learn, acquire new knowledge, and improve their pronunciation. Instead, teaching focuses on monotonous written repetition. The absence of adequate training and the poor development of professional strategies for teachers also limit the use of approaches that integrate technological resources, such as audiovisuals. This prevents students from reaching their full potential in learning English.

It is crucial to have an adequate emphasis on teaching English and correct pronunciation. Traditional methods that many teachers use on a daily basis concentrate on memorizing grammar rules and mechanical repetition, which creates more difficulties for students.

These techniques do not capture students' interest or develop their communicative skills. In contrast, modern approaches, such as audiovisual-based learning and language teaching that integrates content and language, encourage active participation. Thus,

students feel more motivated to learn new things and, at the same time, develop autonomy. They will no longer depend solely on the teacher and will seek out, on their own, information to enrich their learning and better understand the language.

Therefore, it is crucial that more effective pedagogical approaches are developed and applied to improve academic performance in this area. Investment in teacher training and the provision of adequate resources are key elements to ensure that students can reach a level of English proficiency that allows them to face the challenges of the globalized world.

The veracity of the research is based on the collection of information from various sources, which addressed different studies on audiovisual resources to improve oral production.

Correct articulation is an essential element for establishing effective communication, allowing messages and ideas to be expressed clearly, accurately and orally.

Mispronouncing words can become a disadvantage, especially when people are faced with criticism or negative reactions from listeners Gulo (2023) Learning English as a foreign language in the educational system, particularly in basic education, faces various obstacles. This includes seventh-grade learners who struggle to articulate English words accurately. Although they have acquired vocabulary and grammar, vocalization remains an underdeveloped skill because traditional methods do not prioritize oral practice.

Furthermore Vayas & Gonzalo (2015) state that in Ecuador, specifically in Ambato, many teachers do not use the audiovisual resources available during classes, even though they exist. This is due to a lack of training and inadequate integration of these resources.

The lack of precision in articulation is partly due to students not being sufficiently exposed to the language in its authentic form, as well as the scarcity of interactive materials that promote listening and speaking practice. This issue is not limited to cities but also extends to many other areas, particularly small towns that lack the financial means to implement certain technological learning methods.

The disparity in English learning is further widened by the absence of tools such as educational clips, movies, voice recognition recordings, or even basic internet access. It is essential to emphasize the importance of modern aids that enhance interactivity in the classroom, as they have been proven to significantly improve oral proficiency. These tools provide real-world examples and enable students to mimic the sounds and accents of native speakers effectively.

Justification

According to Ramos & Méndez (2020), given the increasing consumption of audiovisual content among young people, the use of these supports in the classroom can be an effective strategy to understand concepts and promote autonomous learning.

Therefore, audiovisual elements, such as educational shorts, movies, and voice recognition segments, have proven to be effective in improving speech accuracy, as they provide real-life examples and allow students to imitate the sounds and accents of native speakers. However, in many cases, these means are not used systematically in classrooms, leaving a valance in the development of this specific skill.

A useful resource for linguistic development, designed for both teachers and students, it allows you to implement effective strategies that enhance the acquisition of skills and competencies you wish to acquire. Díaz & Montes (2018). Studying English as a foreign tongue is a priority in the education system, given its crucial role in global

communication and access to better academic and professional opportunities. However, one of the areas where students face the greatest challenges is pronunciation, which is essential for efficient and fluent communication. Seventh-grade students, in particular, who are at a transitional stage toward a more advanced level of language learning, often struggle with articulating specific English sounds, affecting their confidence and ability to interact orally.

Therefore, audiovisual resources, such as instructional clips, movies, and voice recognition videos, have proven to be impactful in improving pronunciation skills, as they provide real-world examples and allow students to imitate the sounds and accents of native speakers. Additionally, these resources foster greater motivation and active student participation, offering a dynamic and interactive learning experience.

Traditionally, foreign-language instruction at this level has focused on grammar and vocabulary, often neglecting intensive pronunciation practice. Furthermore, traditional teaching methods do not always provide an authentic auditory experience that allows students to listen to and practice the language in its genuine form. For this reason, the development of this project aims to improve students' communicative competence and articulation, as it is a fundamental aspect of language learning, enabling the creation of sustainable academic abilities and future professional opportunities

Impacts generated by the research

This research aims to generate real change in the way students learn the additional language, especially when it comes to speaking and oral performance. Through creative activities that are relevant to their everyday experiences, students will not only learn new words but will also feel more confident in expressing themselves and participating.

Furthermore, by working with images, videos, and cultural themes, students will be able to see that English is not just about grammar or repeating phrases, but a tool that allows them to explore the world, share ideas, and connect with others. This makes them more engaged in class and learn actively and with joy.

It will also be useful for teachers, because they will find in these activities new ways of teaching that are practical, easy to implement, and that respond to the real needs of the classroom. Thus, learning English becomes more dynamic, more human, and more meaningful for everyone.

Objetives

General Objective

To implement audiovisual resources for pronunciation practice in the 7th year of basic general education at Unidad Educativa Presidente Velasco Ibarra.

Specific Objectives

Examine the linguistic level of English through pedagogical resources, interpreting students' perceptions about the effectiveness and difficulty of their articulation.

Identify pedagogical strategies that support the use of educational media, such as videos, voice recognition and written materials, in teaching pronunciation.

Apply interactive audiovisual to improve students' speech clarity through assessments in 7th-grade students, focusing on changes in their phonetic accuracy and intonation.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 AUDIOVISUAL RESOURCES

1.1.1 Definition of audiovisual resources

Instructional tools represent a fundamental device for the development of content in various fields, such as education, advertising, and entertainment. These can be presented in different forms, such as stories, videos, documentaries, films, television programs, music albums, songs, audiobooks, podcasts, among others Miñan (2024).

Through the inclusion of audiovisual resources in education not only allows different ways for students to learn English but also provides them with fun, knowledge, experience and development of new strategies, in order to present concepts in an objective, clear and accurate way. Therefore, these are pedagogical instruments where several factors such as visual, auditory and oral are used, facilitating the most important learning and knowledge that each student can take. Due to these teaching supports students develop their own language skills, providing interest, motivation and retention of information or ideas for much longer.

Instructional tools with multimedia elements refer especially to didactic instruments that, with images and recordings, serve to communicate specific messages. Such devices, according to the way they are used, can be considered as direct projection aids Solorio (2022).

In addition, interactive systems are a tool where visual and sound messages are reproduced and disseminated in order to facilitate knowledge in the teaching process and at the same time allows to develop a participatory dynamic, the impact of these mechanisms in education, are important means where we can develop any topic that we want to implement in students in an easy to understand and meaningful way.

Audiovisual resources are composed of two fundamental elements:

Auditory Elements

Audio materials are all those audio media that we already know that these instruments are of great help in education because they stimulate the function of the senses and activate previous experiences and learning to more easily access information on the development of skills, abilities and the formation of attitudes and values Castro (2014). This is why listening elements allow us to obtain audio media, where students not only listen, but understand and identify different sounds, such as human voices, music, tones and rhythms, thus being able to recognize certain sound patterns, understand speech and follow instructions effectively. Auditory perception influences their language, concentration, development and skills.

It is important to consider that when students listen, they generate conversations and identify what mistakes or coincidences they may have, as in teamwork, it is beneficial when participating in a class, talking with classmates and learning cognitively on their own or in turn taking the experiences of companionship and putting them into applying them.

Visual Elements

Visuals offer variation and 'lighten' the atmosphere as they are perceived as less formal and as a little break from classroom routine. They can be used as warmers to introduce a lesson, they can be used as a mid-lesson break or as a constant aid to support your online teaching Lowe (2020a).

When we refer to audiovisual resources, we can identify several components to be used. As already mentioned, learning can be developed through videos, images, among others, where students will feel that they leave the monotony of writing. Children can be

easily distracted by anything, even the smallest thing. For that reason, teachers should implement certain resources to encourage their development. The use of playful methods can not only attract students and capture their attention but also help them retain the information of a class through the use of graphics, which are often the most striking elements they can observe. Thus, there is a high likelihood of meaningful learning outcomes.

Pacheco & López (2023) mention that addressing the favorable impacts of incorporating active breaks in the classroom environment as a strategy to facilitate the teaching-learning process in students at the elementary sublevel becomes substantially significant to meet educational needs from the earliest age and at the same time seek to mitigate and prevent those adverse elements for the evolution of the youngest students.

It is important to consider that students need interactive breaks, where in the middle of a class the information provided to them can be revitalized. Feedback through visual resources can facilitate prior knowledge and in turn determine their attention and their veracity in understanding certain topics that can be addressed in the classroom.

1.1.2 Types of audiovisual resources

Educational Videos

The teaching-learning processes of the English language have changed a lot, this is because on the Internet there are attractive and interesting educational materials such as: educational videos, audio books, educational pages, blocks, social networks, among others; thus, through these tools like these, students get involved in learning the language. Jiménez (2019) considers that, in education, it is important for students to be provided with innovative approaches based on technology. Today, the practice of these techniques has evolved, generating a positive impact on students. Not everyone is

interested in having classroom classes limited only to writing and reading, as distraction and boredom are imminent. The implementation of “videos” can develop a greater capacity for comprehension, since knowledge presented through videos stimulates interest and helps to retain ideas for longer. Therefore, it is essential to train in various methodologies to create easy-to-understand content, promoting different learning methods in an objective manner.

Multimedia Presentations

In education, interactive displays have become a valuable resource for both teachers and students. You can use them to explain complex topics, demonstrate processes, or provide visual aids during lectures Smith (2024).

Digital modules are valued nowadays, not only by teachers but also by students, the versatility of this resource allows long information or stories to be simplified in a more interactive way through multimedia, the topics that are considered more extensive and, in turn, complicated for students with the use of this resource, not only will an interactive and exciting class be seen but the retention of information can become easier and increase with positive results their understanding of a topic, especially when using practical or technical subjects. Students, by identifying that it is a much more understandable tool, will choose to put it into practice in their daily lives, either to do their homework at home or in class with the teacher. For this reason, their cognitive development will be favored, and the search for information and knowledge will no longer be overwhelming.

1.1.3 Importance of audiovisual resources in education.

The EFL curriculum recognises the importance of listening and speaking as essential skills in the communicative competence of English language learning MINEDUC

(2019). In our Ecuador, as around the world, educational institutions include the subject of English as a second language in their curriculum, making it one of the most relevant subjects to study.

The significance of incorporating multimedia resources in education plays an effective role in deepening meaningful learning in students. It is indispensable to emphasize that the teacher has a major and important role in the management and proper use of these media, integrating them at the specific time when students will need a more feasible way to develop their knowledge. However, even when teachers want to continue using old teaching methods, they do not emphasize the damage and the greater problem that they can cause to students. It is well established that students cannot always grasp the appropriate information, or, in some cases, other individuals will not even understand it from the beginning. This is where electronic resources become an essential part of problem solving.

Technological resources are presented as a tool that allows optimizing the teaching-learning process and serves the pedagogical objectives proposed by teachers. In order to fulfill this function, these materials must be adapted to the needs of the students, the educational purpose and the learning context in which they are implemented Botía and Marín (2019).

That is why the teaching process through resources is that these attract and awaken the attention of the students, helping to form adequate concepts, favoring their understanding and judgment. It is considerable to opt for the incorporation of technology due to its advances, its development and the deepening of the contents. It is there where the teacher must provide their most adequate strategies and incorporate them in class. It can be said that the classes are worked in a dynamic way, promoting the retention and understanding of the concepts.

1.2. PRONUNCIATION

1.2.1 Importance of pronunciation

Martínez (2024) states that the importance of articulation in acquiring English for children is fundamental for their linguistic and communicative development. Good pronunciation not only facilitates oral comprehension and expression but also increases the child's confidence when communicating in English.

Clear speech is essential in learning a foreign language. From an early age, students must develop their language skills. As they grow older, they are able to acquire new sounds more easily and, in turn, perfect their ability to imitate phonemes that are not used in their mother tongue. Being able to interpret correct vocal clarity facilitates communication, influencing students' confidence. If the student is afraid of making recurring mistakes, this can create barriers to comprehension and lead to confusion

The use of audiovisual strategies, such as videos with subtitles, multimedia videos, turns out to be one of the keys where students will have the opportunity to perfect their pronouncing ability and avoid errors that continually arise, as well as repetition games that will help identify errors and correct them in a fun way, thus achieving insight.

Promoting oral production in students is usually part of the teacher's responsibility, since they are in charge of guiding and prioritizing the performance of the development of skills. For this reason, Palomino (2020) proposes that the master's degree does not teach students to improve their linguistic skills, but the methodology to teach in a comprehensive way, using the different resources available, such as information technologies, and factors such as adaptation to the stages and ages of the student.

The teacher is responsible for implementing pedagogical strategies that facilitate constant practice, the improvement of sound articulation, and error correction. In addition, the teacher identifies the needs of the students, and that is why they design

specific activities, creating a safe and motivating learning environment. They use tools such as phonetic exercises and participatory activities, where the students, whether they make big or small mistakes, manage to improve and enrich their learning capacity.

1.2.2 Aspects Affecting Pronunciation

Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance Gilakjani (2012).

An adequate pronunciation in students must start with watching videos of native speakers, using audios with voice recognition, and videos with subtitles. It is there where the students tend to generate their understanding capacity, because they are interacting effectively with strategies that are motivating.

It should be noted that English is not a main language in Ecuador. It is there that its complexity starts, since it is not possible from an early age to learn it easily and understand it. This greatly influences their ability to interact, understand messages, and achieve adequate pronunciation.

Each student does not tend to have the same learning capacity; it is there where the appropriate resources must be implemented for everyone. It is complicated that everyone can interact at the same level, and on the contrary, instead of obtaining something positive, we will have a deficient pronunciation, leading to generating interpretation errors and, in several cases, affecting the student's motivation and self-esteem.

Rolo (2018) states that, the teaching of pronunciation is an essential aspect in the teaching of English as a Foreign Language which, for various reasons, has been disregarded for a long time, or has been dealt with in a poor way. Today, there are still teachers who do not consider that devoting classroom time specifically to work on speech production is necessary.

For these reasons, it is important for teachers to use effective and age-appropriate strategies for students in order to correctly teach pronunciation, phonetics and, above all, to use audiovisual resources. This type of resource can awaken students' interest in the subject. In addition, repetitive practice and exposure to native speakers help students improve their performance and communication skills. Pronunciation is a key skill that must be mastered. Its teaching falls mainly on the teacher, who must dedicate time, understanding and support to facilitate students' progress in this aspect. The teacher is the one who will motivate students to learn and develop their knowledge. Without the teacher's support in the classroom, it is clear that students, especially at home, will not use strategies on their own to learn. Therefore, in the classroom, the greatest effort must be made to guide them in their performance and obtain satisfactory results.

1.2.3 Components of pronunciation

Segmental elements (phonemes)

The role of the phonetics specialist is key to awakening differential awareness in the student and to help him improve his pronunciation of the new language through appropriate exercises and, above all, by training him continuously and slowly in the perception and production of new sounds Fernández (2007).

Phonemes are sounds that basically represent the speech of a language, especially used in English. It is important to note that, in English, phonemes allow us to distinguish between words that have different meanings.

For example, in "bat" and "pat", the initial articulatory unit change occurs at the beginning of the words and although they sound similar, they have different meanings.

These sounds are divided into two categories:

Consonants:

Articulatory organs articulate these sounds when the air is blocked in the mouth.

Examples of consonant sounds are /p/ in "pen" or /s/ in "see".

Vowels:

The vocal tract produces these sounds with an opening in the mouth, allowing the air to flow freely. Examples of vowel sounds are /æ/ in "cat" or /i/ in "sit".

By understanding phonemes, students will receive key support to improve their pronunciation, be more understandable when speaking and develop fluid conversations.

In addition, knowledge of phonemes allows students to avoid common mistakes, such as confusing similar sounds, which can lead to misunderstandings. If phonemes are understood and mastered, reading will be made easier and the occurrence of spelling errors will be reduced, which will strengthen the language learning process

Suprasegmental elements (intonation). Geikhman (2023) mentions that intonation is the rise and fall of your voice when you talk, and it's something you probably don't even think about when speaking your native language. But many times, it's just as important as your words in expressing what you want to say. That's why when you're learning English, you shouldn't just learn what to say, you should also learn how to say it.

Pitch affects the tone and structure of speech and can create significant changes in the structure of a clause or convey attitudes or intentions. In other words, in English there are ascending and descending patterns that indicate that a sentence can be a question or a statement.

Rising speech pattern indicates a question, meaning it has signs like “are you coming?” with a tonality at the end. On the other hand, falling vocal contour is found at the end of a sentence, indicating a simple statement, such as “you are coming.”

In addition, this melodic feature guides listeners on where to make cues when there is relevant information. If used properly, it will convey clues for effective communication.

1.2.4 Strategies to encourage pronunciation

Fleihan, (2023) points out that, since speech production requires more attention from EFL educators, it is imperative that EFL instructors explore innovative approaches to phonetic instruction, thereby making it a more prominent and integral aspect of language learning.

Teaching and strategies are crucial for students; they play a significant role allowing clear understanding, development of communication and articulation skills, which allows oral interaction and strengthening in the educational field, teachers are those who encourage the integration of strategies in the classroom creating a connection of integration of fluency when speaking and creating simple and natural communication.

By implementing strategies, teachers create a connection that promotes fluency in speech, allowing for simple, natural, and meaningful communication. In addition, resources such as videos with subtitles encourage and strengthen the links between learning and teaching. By using this medium, students will not only listen but also practice and repeat as many times as necessary to understand its tonality. By using subtitles, the student will be able to see how the word is written and, at the same time, interpret it orally, which significantly enhances their learning process.

Learners of English at all levels benefit from explicit instruction in these areas.

Understanding that English pronunciation is not arbitrary (as is often thought) significantly boosts students’ confidence and motivation to learn Lowe (2020b).

When referring to learning a new language, it must be kept in mind that this process involves integrating certain rules and patterns to interact and understand the content to be discussed. Although learning a new language, especially English, present several challenges and can become overwhelming, stressful and tiring, particularly at ages such as 11 years old. If teachers put emphasis on their educational and emotional development, results based on adequate monitoring of progress will be obtained.

Pronunciation addresses the clarity and precision of speech, making communication understandable. Learners may make numerous mistakes as they acquire the language, both in how words sound, how they are read, and how they are used according to phonetics. Therefore, with proper tools, these errors can be identified and corrected.

One procedure to deal with errors is to integrate practice in the classroom through clear introductions, daily lessons and reinforcements when necessary.

The use of technology is a key element in the representation of audiovisual resources, whether they are videos, presentations or voice dictations. The use of the Internet is the medium through which the topic or information to be communicated can be perfected.

The more tools that can be included, the more entertaining the class will be. All strategies based on the Internet or technological means provide instant feedback and can be adapted to the student's level.

Through voice recognition, learners gain practice in their speech accuracy, where they will repeat words as many times as they consider necessary and follow their own guidelines to listen again if the information was not captured correctly. In addition, errors can be corrected with the teacher support, and learners may receive additional opportunities to try again. This process specific suggestions can be given to progress over time.

On the other hand, educational videos and audios, such as those found on learning platforms or YouTube, offer students the opportunity to hear the correct pronunciation and practice, therefore, subtitles are highly useful when using the resource since they play a crucial role in helping to associate the writing of the words, which reinforces visual and auditory learning.

1.3 AUDIOVISUAL RESOURCES AND PRONUNCIATION IN 7TH GRADE

EGB

Implementing activities in a virtual classroom with audiovisual communication tools seeks to prevent teachers and students from continuing to use traditional materials, since one of the objectives was to make intangible resources available to the research actors, to obtain a higher degree of student learning, since the highest degree of knowledge is acquired through the human senses with instruments that cognitively motivate through technology such as sight and hearing Armas et al, .(2017).

Students take into account their preference for audiovisual media, as it allows them to have a greater understanding when generating pronunciation practice. As we can verify or corroborate, there are teachers who use audiovisual media as a very important role, which has been proven that there are students who prefer learning through audiovisual media rather than through a written paper or even a blackboard. It can be said that, with the use of videos, audios or educational videos, the classroom environment will be enriched by greater clarity of content and an enrichment of knowledge.

Nowadays, there are practical ways to generate much more effective learning, which shows that we can achieve better verbal communication, both written and oral, where the main thing lies.

Sepúlveda, Quiroga and Díaz (2017) mention that pronunciation in the teaching of a second language is the factor that allows students to communicate more effectively and quickly with each other.

Due to audiovisual resources, we can not only use sight, but also ears, that is, listen to the intonation and phonetics of words and delve into them by creating conversations. In this case, it would also be a much faster and more effective learning method, as it allows a better conceptualization of what is explained and taught to us. As teachers indicate, also through assessments, teachings or questionnaires, learners identify the capacities that are developed during the learning process. This should not be perceived as a challenge in which, if a student fails to understand or acquire knowledge like the others, he/she will be left behind. On the contrary, possibilities and strategies are created for those who have difficulties, including the motivation that there are always ways to find solutions.

Seventh grade students, according to the CEFR (Common European Framework of Reference for Languages) recognize that between the ages of 11 they are usually at levels A1 and A2 in their linguistic skills.

When we talk about audiovisual resources CEFR (2020) emphasize that they can recognize familiar words, signs and phrases and identify the topics in news summaries of headlines and many of the products in advertisements, taking advantage of visual information and general knowledge. They can identify the main point of television news reports about events, accidents, etc., where images support the commentary.

It can be stated that the students' level of English allows them to recognize, understand and identify conclusions and basic information in English. It may also be noted that they understand words, sentences and phrases, which will help to identify key topics, such as in summaries, news, videos, among others. Thanks to this ability, students rely on and

integrate the use of visual information, by associating images that reinforce the verbal message or videos with spoken comments, that is, including subtitles. This improves their ability to understand and develops their oral and visual information processes effectively.

Improving pronunciation in a visual-auditory way encourages students to participate in a dynamic way, depending on the content to be covered in the classroom.

Comprehension gaps, in particular, are found in new vocabulary, where the student may have already understood certain previous words that are easy for him to continue. It is at this moment that new words are presented, and this can distort his previous learning. On the other hand, untuned pronunciations hinders reasoning and does not allow the meaning to be clearly understood.

CHAPTER II: METHODOLOGY

2.1 Background

Learning English as a second language involves developing several basic skills: listening, reading, writing, and speaking. Of all these, mastering the correct sounds of the language is often the hardest part for learners, especially because many don't get enough exposure to native speakers and classes tend to focus more on grammar than on speaking. That's why it's important to find new and practical ways for students to improve how they way articulate words.

In this sense, audiovisual resources become a very useful tool. By combining images and sounds, these materials help students imitate and repeat more easily, which is essential for learning good pronunciation. Also, using interactive videos, voice recognition apps, or movies with English subtitles not only helps improve oral production but also makes classes more fun and similar to real-life situations.

Studies show that when students hear different accents and practice with real examples, their spoken English becomes more natural, and they feel more confident speaking. But the most important thing is that these resources don't just grab their attention, they also help students think for themselves and learn independently. This way, they are not only better prepared for school but also ready to face challenges at work and in everyday life, in a world where English is becoming increasingly important.

That's why including audiovisual resources in English teaching not only makes learning more complete and more enjoyable but also helps students develop skills that will be very useful in the future.

2.2 Type of research

The study will be conducted using a mixed approach, where each method will provide a unique perspective, allowing for the analysis of the impact of audiovisual resources on the development of English pronunciation. The integration of both approaches will offer a comprehensive understanding to facilitate the evaluation of progress in a clear and objective manner.

Within the research, the following type of research has been considered to be worked with:

2.3 Methods

The study will be conducted using both inductive and deductive. As Palmero (2019) describes, foreign language teaching has been approached from various perspectives, often using approaches that integrate both methods. In this context, the discovery-based method will be used to engage students in observing these rules through practice and observation. For example, they will be presented with audiovisual materials, such as videos or dialogues, where they will be able to listen to native speakers and identify

pronunciation patterns themselves. This practical experience will help them internalize the rules naturally, as they will draw conclusions from real-life examples rather than starting with explicit explanations.

On the other hand, the deductive method will be applied by providing a simple explanation of basic pronunciation rules, such as the difference between long and short vowel sounds, as well as guidelines for stressing certain words in English. This will enable students to understand the principles behind speech production in a systematic way.

Qualitative Method: It allows for a deeper understanding of the experiences and perceptions of both students and teachers through interviews and classroom observations.

Quantitative Method: It allows the learning of these resources to be measured through student surveys and articulation tests carried out before and after their implementation, which provides numerical data that reflect objective improvements.

2.4 Participants

The participants in this study will be made up of seventh year students of basic education, parallel "A", from the Unidad Educativa Presidente Velasco Ibarra.

2.5 Research methods, techniques, and instruments

2.5.1 Qualitative Method

Observations

The objective of observation is to identify how students directly use audiovisual resources in class and to understand how this influence their oral accuracy developmeny. According to Albán & Méndez (2018) Audiovisual resources are natural tools that allow students to understand the world around them. Therefore, they have a

key function not only in their personal life, but also in their academic life, especially in the teaching-acquisition process of the English language, contributing to the development of listening skills.

Interview

As mentioned by Taherdoost (2022), interviews represent one of the most effective and insightful methods for collecting qualitative data, as they encourage communication and direct interaction between the researcher and the participant.

This research will be conducted through interviews with seventh grade students, allowing them to identify whether they consider audiovisual resources to be essential for their learning and whether they increase their motivation during classes.

Moreover, teachers will be interviewed to explore their perspective on the use of audiovisual strategies in the classroom, focusing on how they can be integrated into teaching and what impact they have on student performance and engagement, fostering a more dynamic, engaging, and effective educational environment.

Surveys

This technique will be applied to seventh grade students. The questions will focus on how often they use these materials, whether they think they really help them improve their pronunciation, what type of learning tools they prefer, how much they are motivated to use them, and what aspects of their pronunciation they have noticed improve. As for teachers, the questions will allow them to share how often they use audiovisual resources in class, which ones they use the most, what benefits they see for teaching pronunciation, how students respond, and the difficulties they have had when using them.

The surveys will include both closed and open questions to obtain complete and detailed answers. With the information collected, we will be able to better understand how both students and teachers view the use of these resources in the classroom, identify which areas can be improved, and, in general, make the teaching-learning process more effective.

2.5.2 Quantitative Method

Surveys

The main objective of this type of research survey is to obtain information describing the characteristics of a sample of individuals of interest relatively quickly. Ponto (2015), This technique will be implemented with seventh-year students, who will be given a carefully designed multiple-choice questionnaire. The purpose is to collect quantitative data on how students use audiovisual resources in the classroom, how these affect their pronunciation process, and, if possible, to identify patterns in certain as yet undefined intervals in their performance. This approach will provide valuable information that will allow the evaluation of the relationship between the use of audiovisual resources and improvement in pronunciation, thus offering a clearer view of their effectiveness in the classroom.

Once you've collected survey responses, you can use statistical tools to analyze the data and find patterns or correlations

2.5.3 Instruments

To implement this research the following instruments were used: The questionnaire and the questions posed in the interview.

2.6 Research Questions

1. How is the use of audiovisual resources compared with traditional methods for teaching pronunciation?
2. How do students perceive the impact of audiovisual resources on their pronunciation development?
3. What strategies can teachers at the "Unidad Educativa" Presidente Velasco Ibarra" use to effectively incorporate audiovisual resources into their classes and improve students' pronunciation?

CHAPTER III: RESULT AND DISCUSSION

3.1 Analysis and interpretation of results

This chapter presents the results obtained through surveys and interviews, applied to students, teachers and the coordinator of the English area of the institution, through tables and graphs, their interpretation and analysis are detailed.

3.2 Survey addressed to seventh year "A" students of Basic Education of the Unidad Educativa "Presidente Velasco Ibarra"

3.2.1 Student's Survey

Analyze the survey applied to the study population:

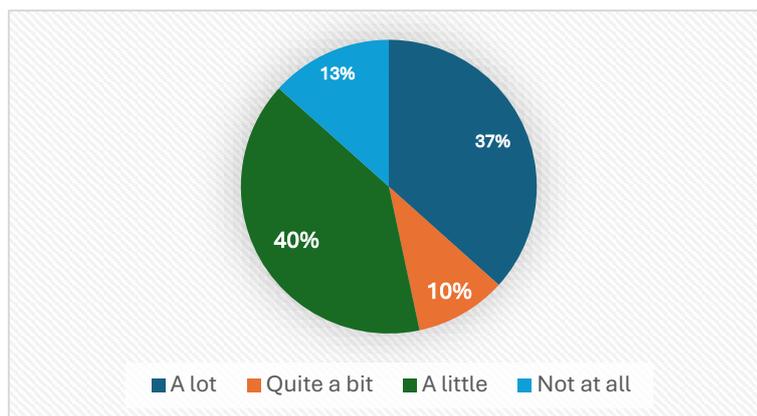
Table 1 *Do you like learning English?*

Items	Frequency	Percentage
A lot	11	37%
Quite a bit	3	10%
A little	12	40%
Not at all	4	13%
Total	30	100%

Source: Own elaboration.

Figure 1

Students' survey:



Source: Own elaboration.

Analysis

The data confirmed that, when it comes to learning English, 12% the highest figure, show very little interest. It could be said that the most of students agree that they lack motivation or interest. This can negatively affect their academic performance and class participation. This demonstrates the need to implement teaching strategies and resources more frequently, which will increase student attention. Audiovisual resources are key to reversing disinterest and fostering positive attitudes.

Según Amjah (2013) Teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in acquiring the language. It is important for a teacher to facilitate students' interest in studying this subject.

Teaching English as a second language is not always easy, since many times students are not interested in learning it due to the complexity it presents for them, but, as instructors the way in which it is taught, the manner in which it is presented, and how to apply the resources is fundamental, being children the attraction is not always permanent, distraction is imminent and if a class is boring much more, that is why it is there where the use of audiovisual resources must be part of the change, innovation in implementing them, students get involved, participate and better develop their understanding, this demonstrates the importance of the teacher not only guiding content, but seeking to awaken interest and maintain it throughout the academic process.

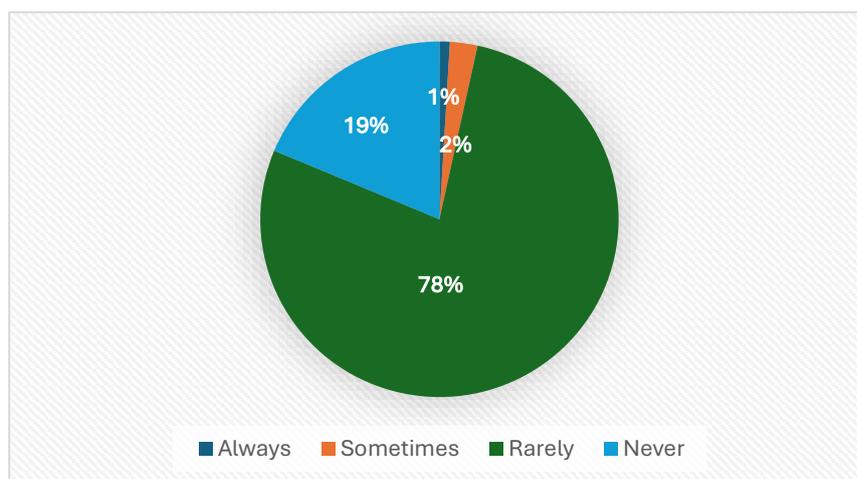
Table 2 *How often do you participate in oral activities in class?*

Items	Frequency	Percentage
Always	6	20%
Sometimes	16	53%
Rarely	5	17%
Never	3	10%
Total	30	100%

Source: Own elaboration.

Figure 2

Students' survey:



Source: Own elaboration

Analysis

The chart identifies that 78% of learners rarely took part in oral activities in class, and the lowest percentage, 1%, always participated actively. This suggests that students showed little interest in interacting. It can be stated that, due to the lack of resources and strategies to present a topic and encourage involvement, the class did not fully understand the material or did not feel confident enough to respond correctly, which logically led them to remain silent. This is where the use of audiovisual resources can shift this mindset; in other words, by watching videos or listening to conversations, students can practice, become familiar with pronunciation, and build confidence.

According to Levy (2024), active engagement in the classroom leads to better understanding, knowledge retention, and overall academic success. By actively young people take ownership of their learning.

When students take part actively, their learning improves significantly. It's not just about speaking or earning extra points, but about truly getting involved in class, contributing ideas, and expressing any doubts they may have. Many times, students understand the content, but they don't engage due to fear of failure or ridicule, because they lack self-confidence and support within the classroom.

Oral involvement not only allows them to share opinions, but also to correct pronunciation mistakes, learn to listen, and pay attention y skills that are essential to validate their learning process. In addition, listening to ideas and different points of view from classmates enriches the collaborative environment and strengthens students' motivation.

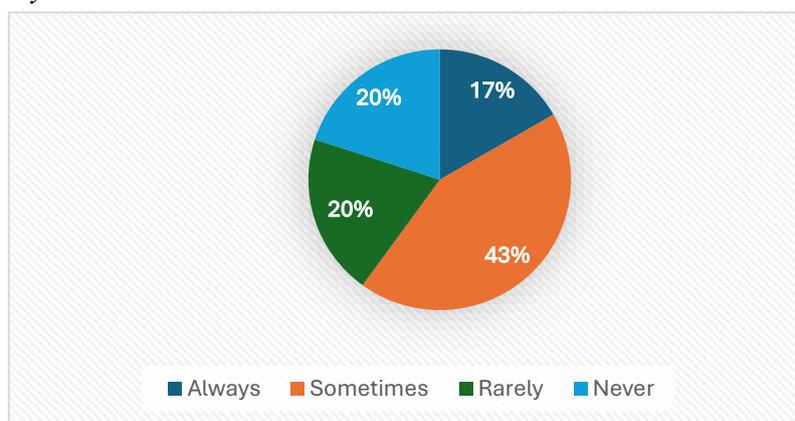
Table 3 *How often does your English teacher use audiovisual materials to explain a topic?*

Items	Frequency	Percentage
Always	5	17%
Sometimes	13	43%
Rarely	6	20%
Never	6	20%
Total	30	100%

Source: Own elaboration.

Figure 3

Students' survey:



Source: Own elaboration.

Analysis

From a classroom perspective, the graph shows that 43% of teachers sometimes use audiovisual resources in class. Some students responded that the teacher at times takes them to the computer lab to watch videos or shows educational videos in class.

Therefore, the lack of interactive classes is due to the teacher only interacting with written materials and lectures, evidently not using other dynamic media. This makes the class boring, monotonous, and lacks attention for students.

Nalliveettil & Alidmat (2013) state that it has become common to integrate linguistic textbooks with audio and video as additional or complementary resources for second-language learning activities in the classroom.

Technology advances every day, and as time goes by, teachers can no longer make excuses for not applying it, as this can harm students. In the classroom, the integration of new resources can be a valuable form of support. While textbooks are important, learning can be greatly enhanced through the use of audiovisual resources such as audio and video, which have become common practices in language teaching.

This reflects the evolution of pedagogical methods, where learning is no longer limited to writing but is enriched by visual and auditory materials that reinforce comprehension, improve pronunciation, and create more dynamic classes.

These resources complement traditional textbooks. Both strategies can be combined to enhance learning and prevent it from becoming a practice-free experience, especially in the classroom. Not only students but also teachers must adapt to new styles of knowledge and learning.

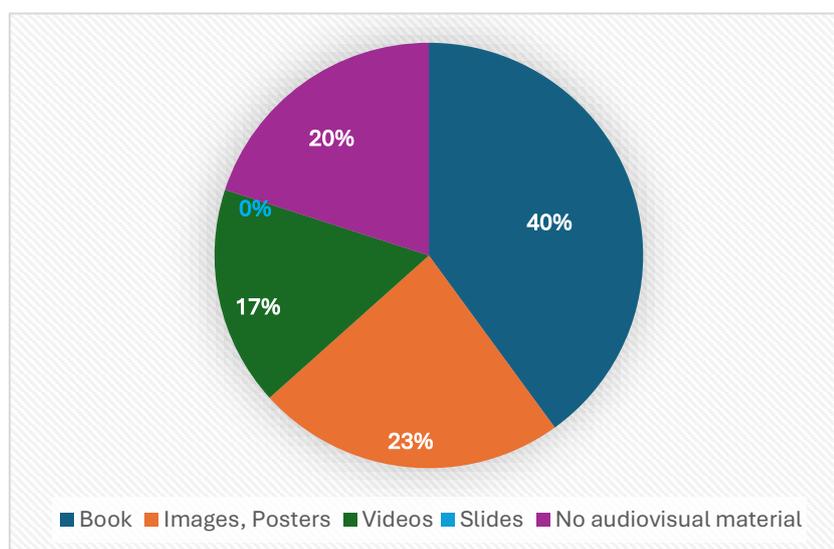
Table 4 *What audiovisual materials does your English teacher use to convey information to the class?*

Items	Frequency	Percentage
Book	13	43%
Images, posters	8	27%
Videos	9	30%
Slides	0	0%
No audiovisual material	0	0%
Total	30	100%

Source: Own elaboration.

Figure 4

Students' survey:



Source: Own elaboration

Analysis

The graph shows that 40% of students only use books when practicing or doing activities in class. This indicates that audiovisual resources are not being incorporated, and that the teacher primarily relies on reading and writing as teaching methods.

On the other hand, some students report that the teacher uses images during lessons. However, even when a resource is implemented, it is not fully inclusive or dynamic. There is still a need to improve the learning environment and to build knowledge through more interactive and practical methods.

Torres and Briones (2012) point out that audiovisual media as a support for education have rapidly gone from utopia to a palpable reality; the didactic utility is to rethink the role of the teacher and the students and to perfect the pedagogical and didactic relationships in the process.

In the educational field, the use of audiovisual media is already a reality that not everyone is willing to practice due to the idealization that reading and writing are the best methods. This may be due to several factors, but when it comes to English, a language that is not used regularly, it is difficult to understand it in such a basic way. Therefore, educators have the opportunity to transform their traditional pedagogy into an innovative one with considerably better results. The role of the instructor is to be a facilitator of learning, not only as a transmitter of information, but as a creator of dynamic environments, thus responding to specific stimuli as professionals in the educational process.

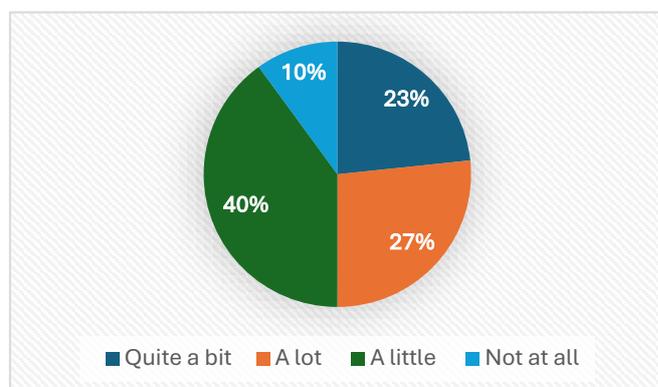
Table 5 *Do you enjoy oral production activities using audiovisual materials that the teacher includes in their English classes?*

Items	Frequency	Percentage
Quite a bit	7	23%
A lot	8	27%
A little	12	40%
Not at all	3	10%
Total	30	100%

Source: Own elaboration.

Figure 5

Students' survey:



Source: Own elaboration.

Analysis

The graph shows that 40% report very little enjoyment of conversation activities with audiovisual resources included in class. Students are partially dissatisfied or interested in how the teacher uses the material. The implementation of the resources is very low; therefore, students do not show much motivation to take part, understand, and express themselves. Furthermore, oral involvement is boring and, above all, incomprehensible due to the way the teacher explains it without a visual or auditory method.

Chica (2024) mentions that learning another language like English in an active and participatory way, implies the use of multiple cooperative and collaborative strategies, which enable the creation of interaction situations between the student and others who come together in the educational world.

By implementing active strategies, students will not only learn better, but will also feel motivated, self-confident, and, above all, develop the ability to speak the language more naturally, enjoying the learning process, participating, making mistakes, and correcting them becomes a guide that facilitates the experience. Furthermore, language learning develops social skills, critical thinking, and the ability to work in a team.

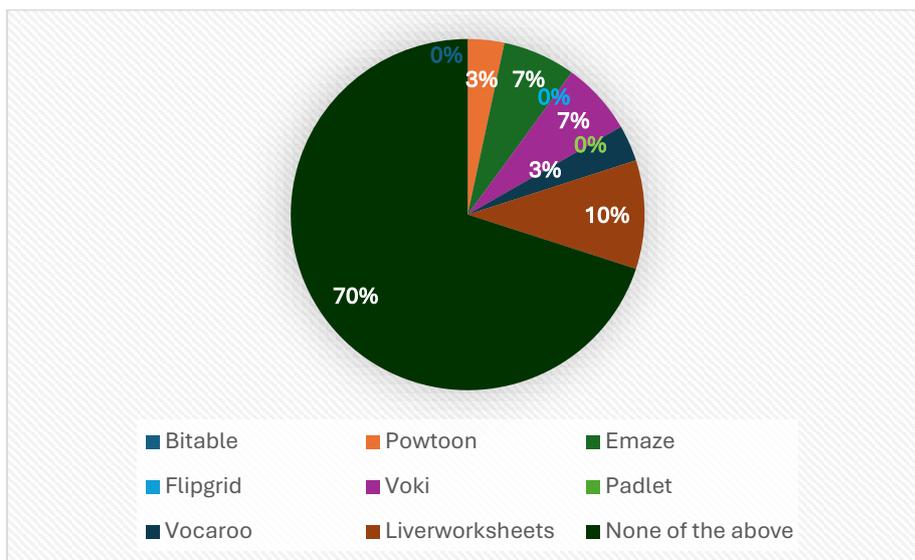
Table 6 *From the following list of online platforms: Which ones do you know and have used in oral activities before and during English classes?*

Items	Frequency	Percentage
Biteable	0	0%
Powtoon	1	3%
Emaze	2	7%
Flipgrid	0	0%
Voki	2	7%
Padket	1	3%
Vacaroo	3	10%
Liveworksheets	21	70%
Total	30	100%

Source: Own elaboration.

Figure 6

Students' survey:



Source: Own elaboration.

Analysis

The chart shows that 70% of students neither use nor are familiar with the online platforms mentioned in the survey. A total of nine students responded that they used PowToon, Emaze, Flipgrid, Voki, and Liveworksheets. This means that, both in class and at home, they do not use these types of applications for learning or completing

assignments. It's worth noting that while not all online applications are used, they should be frequently implemented in the classroom or for assignments, as they are tools through which practice and knowledge are imparted, and student learning is developed.

Martínez (2020) mentions that using digital platforms for educational purposes is a great tool for learning English, as it makes studying the language easier and more enjoyable. In this world of globalization, it is possible to find many learning tools that reinforce the content learned in the classroom.

In a globalized world, where technology is a means of communication and a tool for educational and personal development, it not only improves learning outcomes but also defines the experience as meaningful. Studying English offers the opportunity to practice. In the educational field, online platforms allow students to practice vocabulary, pronunciation, listening comprehension, and improve phonetics from anywhere. If these resources are applied to education, young individuals will benefit from their use from an early age, generating knowledge and eliminating obstacles to language learning.

Furthermore, these platforms allow learners to progress at a steady pace, repeat what they haven't understood, and apply what they've learned in fun and creative ways.

Therefore, integrating these resources into English classes will bring significant results.

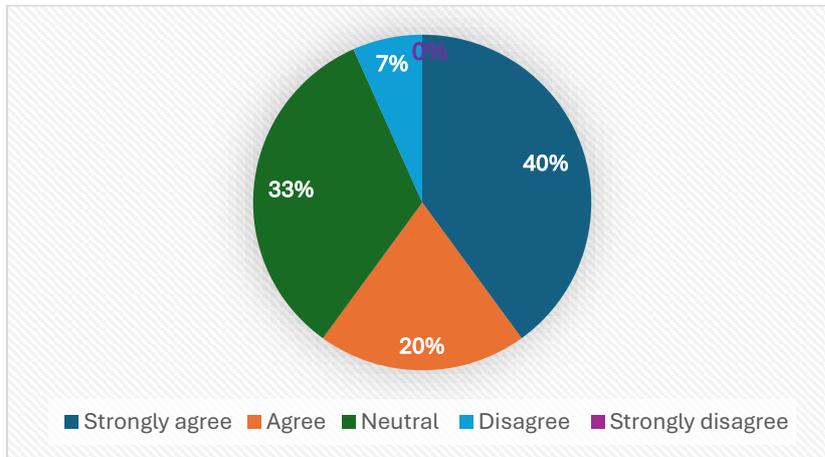
Table 7 *Do you agree that the use of audiovisual materials mentioned before facilitating the interaction between teacher/student and student/student?*

Items	Frequency	Percentage
Strongly agree	12	40%
Agree	6	20%
Neutral	10	33%
Disagree	2	7%
Strongly disagree	0	0%
Total	30	100%

Source: Own elaboration.

Figure 7

Students' survey:



Source: Own elaboration.

Analysis

The chart shows that 40% of students completely agree that audiovisual materials facilitate teacher-student interaction. The majority believe that classroom support is essential for learning, as it enhances their interaction. It is worth noting that a number of students disagree, concluding that the use of audiovisual materials does not improve their learning or knowledge. Based on the responses, it is evident that learning English with these tools is both interesting and useful for understanding and improving, without becoming monotonous.

Echegaray (2022) states that the use of audiovisual tools, in some cases, served to entertain students, fill a curricular gap, or, at best, reward a well-behaved class. Today, the employment of multimedia is important and essential in most learning experiences.

The implementation of digital tools, such as online applications, used to have a single purpose: to entertain students and manage classroom behavior. Nowadays, these types of strategies are no longer frequently used. However, with the advancement of the

internet, teachers use them in their classes to reinforce knowledge at the beginning or end of classes, that is, to recall previous topics and improve prior learning. Audiovisual media stimulates both teachers and students, as the class is more dynamic and facilitates the understanding of complex topics. Furthermore, they allow teachers to adapt to the content they wish to teach in the form of games, applications, or videos that motivate and promote active participation.

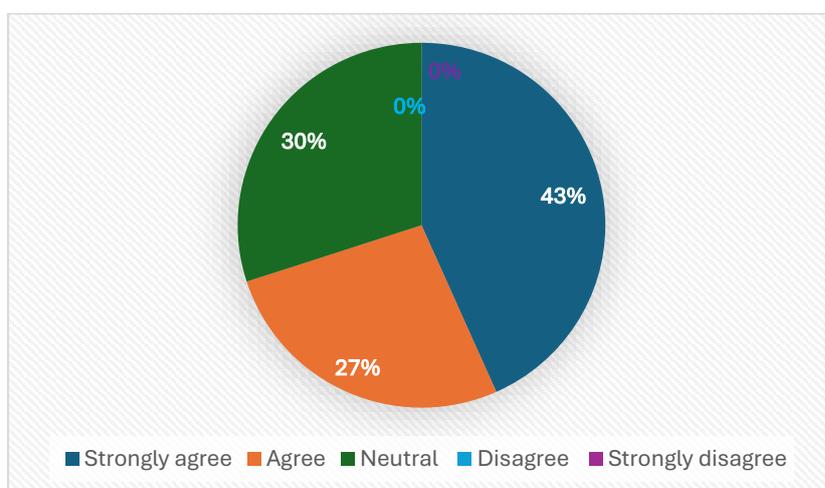
Table 8 *Do you agree that it is important to have prior knowledge of the topic that will be discussed in the English class?*

Items	Frequency	Percentage
Strongly agree	13	43%
Agree	8	27%
Neutral	9	30%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Source: Own elaboration.

Figure 8

Students' survey:



Source: Own elaboration.

Analysis

The graph shows that 43% of students strongly agree with the importance of prior knowledge about the subject taught in class. For learners, it is crucial to have the opportunity to comprehend and learn about a topic before class. This allows them to generate ideas or grasp the main points of a topic, especially if it is new. Participants state that it is easier to grasp what the teacher is saying if they clearly explain what will be taught next. Each student learns intellectually quickly or slowly; not all can accurately interpret instructions, and this is where the complexity of carrying out activities begins. The support provided by prior information favors the participation and integration of those who do not always pay attention in class.

Laura Wenk (2017) argues that new learning is constructed on prior knowledge. The more recognized about what students already think, and the more we help them engage their prior insights, the more likely they are to learn well – and the less likely they are to misinterpret the material in our courses.

Learning is built from the prior knowledge that students have, creating information between the known and the unknown, it is essential that the teacher knows what they do not know, how to help them, what subject they do not process or what words they cannot pronounce, knowing their needs can be helpful to improve the beginning of a class, that is, it helps students better understand and reduce misunderstandings when processing their cognitive knowledge, when students previously know something new by already interacting with other content, interest and participation will increase.

Involving activities activates their knowledge and prepares them to learn and retain information, prior foundation is a key tool for learning, getting students to build new clear concepts and creating a solid mastery.

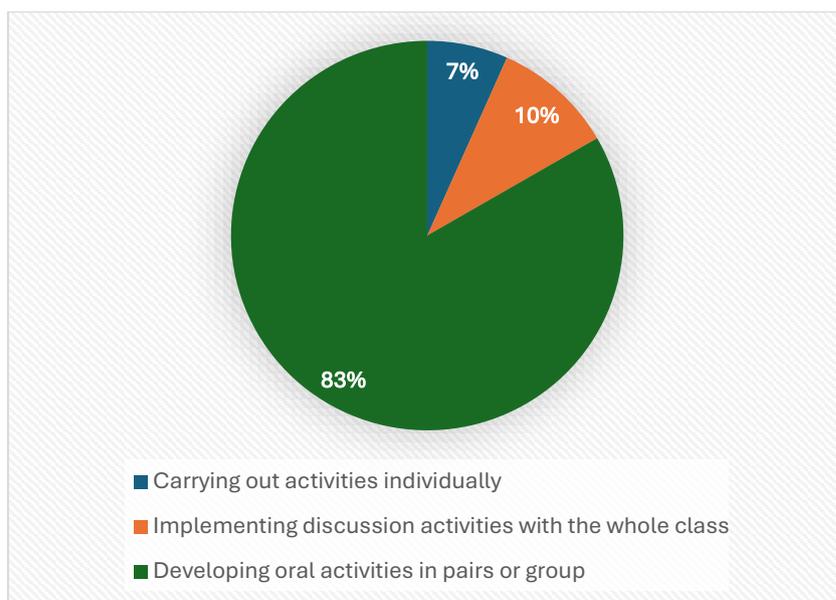
Table 9 From the following strategies, choose the ones you consider essential to improve the development of oral activities in your English class.

Items	Frequency	Percentage
Carrying out activities individually	2	7%
Implementing discussion activities with the whole class	3	10%
Developing oral activities in pairs or groups	25	83%
Total	30	100%

Source: Own elaboration.

Figure 9

Students' survey:



Source: Own elaboration.

Analysis

The graph shows that 83% to improve the development of oral activities in English classes is to do them in pairs or groups, students mentioned that sometimes they do not understand certain topics in class and that it is better to do them in pairs or groups because of the support they provide each other, when interacting in a group not only a

fun environment is created but at the time of an oral activity mistakes are corrected, among classmates they improve their pronunciation and support each other without making fun of each other due to the reliability that exists, the integration of groups or pairs influences in an important way due to the comfort and motivation of companionship.

A small percentage believe that doing tasks individually is better, and that there are no distractions from others, and they prefer to do activities independently.

Sintes et al., (2008) argue that the class where the student is the center is the best way to achieve real interaction and this can be achieved through work in pairs and groups where the teacher is the facilitator, only directs, controls and checks the activity.

When students interact in groups or pairs, they face situations such as communication, expressing ideas, listening to different points of view, and, above all, correcting articulation errors. One student may know a little more than the other. This is where they can support each other, interact, and practice the enunciation of complicated words. The teacher takes on an important role. Traditionally, the teacher no longer talks all the time or is strict; instead, they should foster camaraderie, facilitating learning in an environment of exchange of ideas and teamwork. Furthermore, this method improves language proficiency by reinforcing empathy, responsibility, and respect for participation. This goes beyond memorizing vocabulary and grammatical structure. Even when students want to do individual activities and know how to do them well, the inclusion of a group is rewarding in English, as it allows for a cognitive, participatory, and critical environment.

The teacher will not be fully involved; He will be the one who accompanies the student in the process, without imposing, but guiding him through concerns or correcting mistakes, while allowing the student to learn for himself and become a communicator.

3.2.2 Interview addressed to English teacher of the seventh year of Basic Education of the Unidad Educativa “Presidente Velasco Ibarra”

1. How do you incorporate and use audiovisual resources, such as videos, recordings or presentations, in your teaching methodology to improve students' English pronunciation?

The teacher responded that they integrate audiovisual resources at specific moments of the lesson, either at the beginning or at the end. For example, in each session they go to the computer lab, where they use the room's projector to show images of the activities that will be done or to present educational videos. Activities are also carried out using the whiteboard; students actively participate by speaking or writing on the board, where pronunciation or spelling errors are corrected. Voice recognition is also important, so they listen and compare pronunciations, which is especially useful to practice intonation, accent, and rhythm.

2. From your perspective, what type of audiovisual resources do you consider most effective in improving students' pronunciation?

In her experience as a teacher, short videos, like those found on YouTube, help stimulate listening and visualization. Students enjoy seeing images and words, while also listening to enunciation and repeating the words. Class participation is important, as it helps students understand articulation and allows them to correct phonetic errors.

3. Have you noticed any improvement in students' speaking skills thanks to the use of these resources? Could you give me some examples?

The teacher claims to have noticed changes and improvements when using multimedia resources. Through images, students show more interest in animated or engaging graphic content, since if it's just people talking, they might not understand anything and become bored and unwilling to continue listening. Therefore, active participation is encouraged during these moments. For example, when classes focus on writing, notebooks, and worksheets, videos are used to reinforce what they've learned. This helps students understand the subject much better and complete assignments more clearly and completely.

4. In your experience, does incorporating audiovisual resources help students identify and correct pronunciation errors on their own?

Definitely, the teacher agree. When students listen to a video two or three more times on the class topic, they compare it with their own pronunciation and become more aware of their mistakes. Some even ask to repeat the words or practice on their own in class to improve, especially when there has been a previous oral lesson. This self-evaluation strengthens their autonomy and reinforces their learning.

5. What advantages and disadvantages do you face when incorporating audiovisual resources in pronunciation teaching?

A great advantage is the interest and motivation that students develop because they are more attentive and engaged when audiovisual content is used; they stop feeling bored and become more motivated. It also supports different learning styles, especially auditory and visual, as they get out of their comfort zone the classroom and spend even an hour experiencing a different environment and different activities. This is very important to help with information retention. However, some disadvantages include technical problems such as lack of internet connection or outdated equipment. In

addition, if the content is not well selected, some students might not understand and get lost in the topic, leading to greater difficulties than others.

6. How do you assess students' progress in their pronunciation after using audiovisual resources in the classroom?

The teacher commented that he evaluates students through classroom assignments and sometimes through oral pronunciation activities, but he rarely uses oral assessments to determine how much they have learned or if they have improved. The most frequent appraisals are written tests and exams, nothing more.

7. In your opinion, does the institution have the necessary equipment and technology to properly implement audiovisual resources?

In some cases, no. Although the computer lab has several machines, only some work, so not all students can use them. It becomes an unnecessary space, as most of the machines don't work. On the other hand, they have speakers, a computer for the teacher, and a projector to display videos, images, and other materials. He also mentioned that the internet is very slow and of poor quality; it rarely works; sometimes there is interference or the network is unstable; and on some scheduled days it can fail, preventing the use of these tools. In short, more support for better quality and maintenance of the computers, and more speakers, are needed.

CHAPTER IV: PROPUESTA

4.1 Proposal title

"VOICES IN ACTION: FIND YOUR VOICE", WITH ACTIVITIES FOR SEVENTH GRADE OF THE UNIDAD EDUCATIVA PRESIDENTE VELASCO IBARRA"

4.2 Objectives

4.2.1 General objective

To strengthen seventh-grade students' oral expression in English through creative activities that promote confidence, participation, and meaningful use of the language in real-life situations.

4.2.2 Specific objectives

To promote the use of English as a communication tool, creating a motivating environment and fostering expression.

To encourage oral participation and inclusion of students in the English language area.

To design activities that integrate vocabulary and grammatical structure to promote communication and the expression of ideas.

4.3 Introduction

Seventh-grade students often lack the confidence and engaging activities necessary to communicate or participate effectively in English. Even when they possess vocabulary or grammatical knowledge, they frequently struggle to express their ideas. Survey

results indicate that most students consider this skill challenging, which negatively impacts their academic performance.

This situation highlights the need to reflect on ways to better support students in navigating the complexities of learning a new language. It must show that English is not merely another school subject, but a communicative, enjoyable, and motivating tool a gateway to learning filled with new opportunities where ideas, emotions, and, most importantly, opinions can be shared freely.

The *"Voices in Action: Find Your Voice"* initiative emerged from a simple but powerful concept: fostering student s' feel confident and excited to use English in a way that feels real and meaningful to them. The initiative emphasizes that English is not only about learning rules or passing exams, but also about discovering how the language can be became part of everyday life, a tool for expressing identify thoughts and emotions.

This proposal invites students to learn through fun, collaborative, and purposeful activities where they don't just memorize, they participate, interact, and grow. Every student learns differently, and it must be recognize that some need more time, others need more encouragement, and all of them deserve to feel included. When a space is created where no one is left out and each voice matters, students begin to speak up not because they have to, but because they choose to.

That's the heart of this initiative: helping each student find their voice and reminding them that it deserves to be heard in any language.

4.4 Justification

Learning English shouldn't be about memorizing word lists or aimlessly following a textbook. Language is meant to be experienced, shared, and used, so students need

meaningful opportunities to do so. This means creating moments of real interaction and connection in the classroom, where students don't just repeat, but communicate.

Unfortunately, in many school settings, especially in Basic General Education oral production is not given the attention it truly deserves. Often, there simply isn't enough time, or the focus remains on reading and writing, leaving speaking behind. Yet, speaking is one of the most powerful ways to build language skills and confidence. Without it, learning becomes incomplete.

At this stage in their lives, students are shaping who they are and how they relate to the world. That's why it's so important that schools offer spaces where they can express themselves, take risks, and grow. Interactive, playful, and collaborative activities can make a big difference. When students feel heard, they also feel motivated.

The English class can be much more than just a language course it can become a space that fosters creativity, critical thinking, autonomy, and real communication. It's not only about learning how to speak English, but about using English to discover who they are, what they think, and how they want to connect with other.

TEACHING GUIDE



“VOICES IN ACTION: FIND YOUR VOICE”

By: Keyla Tulcanaza



LESSON 2

“ACTION AND TRANSPORTATION! REPEAT WITH CLIPS!”

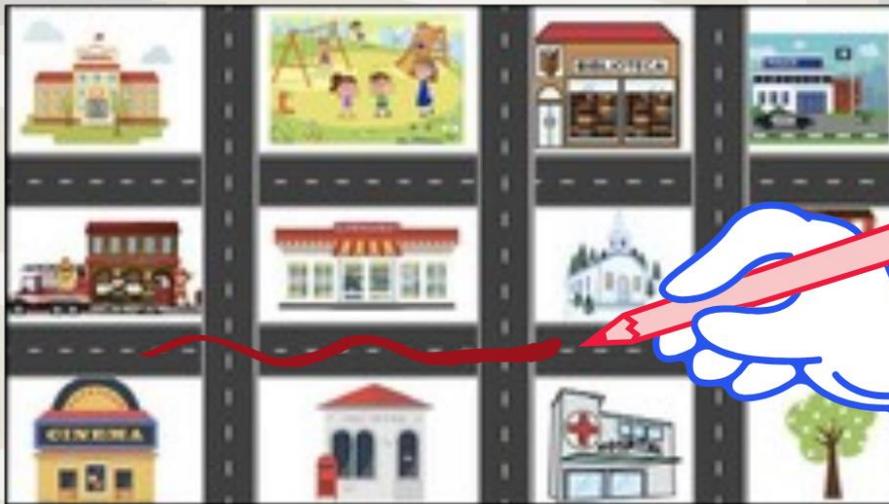
- **Objective:** Students will recognize and repeat short sentences about transportation with audiovisual support.
- **Level:** 7th Grade - EGB
- **Time:** 40 minutes
- **Grammar:** Simple present (affirmative and imperative sentences)
- **Vocabulary:** bus, car, bicycle, walk, train, turn left, turn right, go straight
- **Materials:**

Short interactive video clips (1-2 minutes each)
Cards with transportation words and directions
Student notebooks
Speakers



Let's Practice Directions!

1. Carefully look at the picture and with a pencil, go right or left depending on the direction given by the teacher.



Source: Pinterest

2. Write the "correct" direction in the following sentences.



LEFT



RIGHT

- The park is _____ from the hospital.
a) To the right b) To the left
- The movie theater is _____ from the fire department.
a) To the right b) To the left
- The hospital is _____ from the tree.
a) To the left b) To the right
- The library is _____ from the police station.
a) To the left b) To the right
- The supermarket is _____ from the church.
a) To the right b) To the left

Procedure

1. Introduction (5 min)

The teacher greets the students and gestures:
"Hello! Look, I'm turning left!"

Shows cards with arrows: ← → ↑

Students repeat and guess the direction words.

👤 Teacher: Models the sentence with gestures.

👥 Students: Repeat and respond with gestures.

2. Presentation (10 min)

Plays a short animated video showing a person moving through a city (e.g., "Turn right at the bank").

https: www.youtube.com/watch?v=EDPCytam-RM

The teacher pauses and highlights: Turn left, Go straight, etc.

👤 Teacher: Says each sentence aloud, pointing to the arrows.

👥 Students: Repeat chorally and individually.

3. Guided Practice (5 min)

Students receive cards with arrows (or draw arrows in their notebooks).

The teacher gives a command: "Go straight!" Students point to the correct arrow.

👤 Teacher: Gives commands randomly.

👥 Students: Respond with the correct picture.

4. Independent Practice (5 min)

In pairs, one student gives a command (e.g., "Turn right") and the other makes the movement or gesture.

5. Summary (5 min)

Volunteers give a command aloud, and partners respond with a gesture or an arrow.



SCAN ME!



INSTRUCTIONS FOR THE TEACHER'S

- Before class, prepare posters with the phrases: "Turn left," "Turn right," "Go straight," "Stop," "Go back," "Cross the street."
- Have a short video ready showing traffic signs or roads in the city (it can be animated).
- Provide a worksheet with pictures of roads and incomplete sentences for students to complete.
- Be sure to practice pronouncing them aloud with students, using gestures to reinforce the meaning.
- Monitor the work, making sure everyone participates in giving and following directions.



STUDENT'S INSTRUCTIONS

- Look at the images the teacher presents and repeat the new phrases aloud. Listen carefully to the video and the teacher's instructions.
- Complete the sentences on the worksheet using the words you learned (such as "Turn left").
- Participate in class by saying some directional phrases aloud.
- Remember to use good pronunciation and help your classmate if needed.



LESSON 1



LET'S PRACTICE DIRECTIONS!

- **Objective:**

Identify and pronounce basic direction phrases in English using visual cues and repetition.

- **School Level:**

7th grade of General Basic Education

- **Activity Time:**

30 minutes

- **Grammar :**

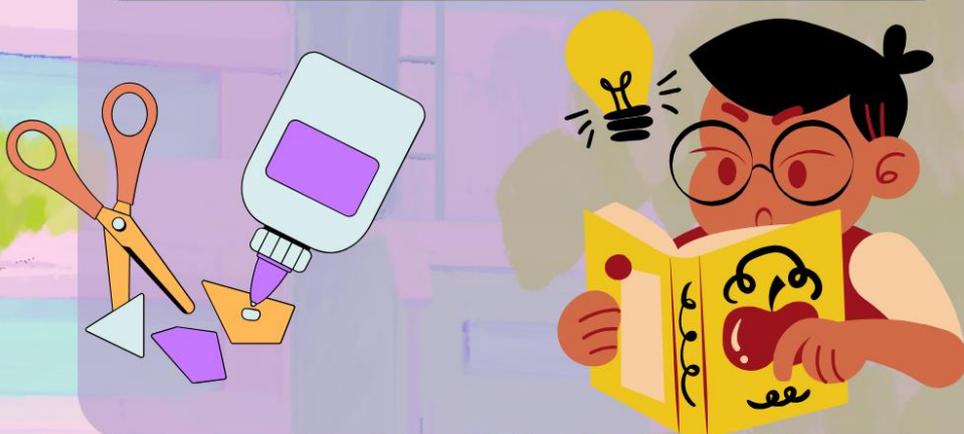
Imperatives (Turn left, Go straight)

- **Vocabulary:**

Turn left, Turn right, Go straight, Stop

- **Materials:**

Arrow flashcards, printed direction phrases, whiteboard, short video, mini posters, Worksheet with exercises for matching sentences to pictures



UNIT 1

Getting Around the City

Objective

Students will be able to understand, pronounce, and use basic English phrases and vocabulary related to urban mobility and transportation, as well as follow oral instructions for getting around and locating places on a map. They will also be able to express and practice simple directions, identifying and naming different modes of transportation, which will allow them to navigate with greater confidence and autonomy in everyday urban contexts.



CONTENTS

- **LESSON 1:** Let's Practice Directions!
- **LESSON 2:** Repeat sentences related to transportation in interactive clips.
- **LESSON 3:** Follow spoken instructions in videos to find places on a map.



PURPOSE OF USING THIS GUIDE

Its fundamental purpose is to offer a practical, organized, and systematic tool that facilitates the teaching and learning process in the classroom. This guide becomes a key support for students to clearly understand the objectives they must achieve, the content they will cover, the learning strategies they will use, and the methods they will be assessed.

Importance and function of the Teaching Units

Teaching units are fundamental organizational blocks within any educational process, as they allow curricular content to be structured and divided into clear and manageable thematic segments. Each unit is designed to address a specific set of knowledge, skills, and attitudes that students want to develop, thus facilitating orderly and coherent teaching.



UNIT 1



GETTING AROUND THE CITY

- Let's Practice Directions!
- "Action and transportation! Repeat with clips!"
- City Bingo!

UNIT 2



ON VACATION

- My Adventure Poster
- Dialogues Role-play
- Holiday Story Time

UNIT 3

EXISTING PROFESSIONS

- Who Am I?
- My Future Job Drawing
- Job Interview Role-play



UNIT 4



WILD FRIENDS

- Guess the wild animal!
- Wild animals say hello!
- Where do they live?



TEACHER'S INSTRUCTIONS



SCAN ME!

- Before the class:
- Select short video clips that include transportation actions and basic direction phrases (e.g., "Turn left", "Go by bus", "Walk to the corner").
- <https://youtu.be/vFWTL25SeKw?si=SSMicMAQiYl34bo>
- Prepare flashcards of key vocabulary.
- During the lesson:
- Present each clip. After each one, pause and ask students to repeat the sentences or phrases aloud.
- Model pronunciation first, then have students repeat chorally and individually.
- Ask comprehension-check questions like:
- "What did the person do?" or "Did they take a car or a bus?"



STUDENT'S INSTRUCTIONS

- Watch the video clips carefully.
- Listen and repeat the sentences after the teacher.
- Repeat the sentence with a partner.
- Write and carry out the activities that will be presented.



Procedure

- Warm-up (10 minutes):

Video Presentation:

<https://www.youtube.com/watch?v=tuHTmH-19MM>



The teacher will show pictures of different places (beach, mountains, city, forest, lake).

The teacher will ask: "Where do you want to go?" "What do you like to do on a trip?"

Write vocabulary on the board with pictures or gestures: swim, travel, climb, visit, see animals, etc.

- Activity Presentation (5 minutes):

The teacher will explain that students will make a poster called "My Adventure Poster."

On this poster, they will draw or paste pictures of a real or imaginary adventure or trip, write a brief explanation about their adventures, and make up three simple sentences in English.

- Modeling (5 minutes):

The teacher shows a sample poster and says phrases like:

"I went to the beach."

"I saw dolphins."

"I swam in the ocean."

- Production (25 minutes):

Students work on their poster individually.

- Presentation (10 minutes):

A few volunteers present their posters to the front and read their short introduction and three sentences.

- Summary (5 minutes):

The teacher praises everyone's efforts and reinforces the vocabulary learned by displaying the featured posters.

TEACHER'S INSTRUCTIONS

Present clear vocabulary and examples.

Assist students in constructing correct sentences.

Encourage creativity and oral expression.

Supervise each student's oral presentation.

STUDENT'S INSTRUCTIONS

Choose a trip or adventure you like or have been on.

Draw or paste related pictures on your poster.

Write at least three sentences in English using the present or simple past tense.

Present your poster with your sentences to the class.

LESSON 1

My Adventure Poster

- **Objective:**

For seventh-grade students to describe places and activities related to travel or adventure using vocabulary and phrases in the present and simple past tenses.

- **Level:**

Seventh Grade

- **Estimated Time:**

60 minutes

- **Grammar:**

Simple present (I like, I go) and simple past (I went, I saw)

- **Vocabulary:**

Places: mountain, beach, forest, city, lake

Activities: swim, hike, visit, see animals, travel

- **Materials:**

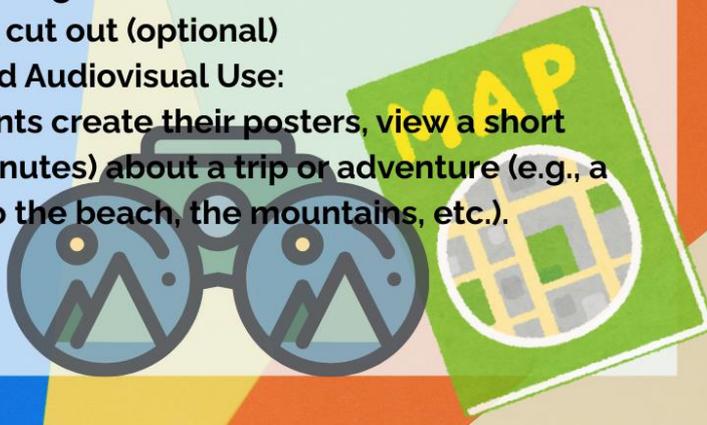
Cardboard or large paper

Colors, markers, glue

Magazines to cut out (optional)

- **Suggested Audiovisual Use:**

Before students create their posters, view a short video (2–3 minutes) about a trip or adventure (e.g., a child going to the beach, the mountains, etc.).



UNIT 2

LET'S GET *On Vacation*

Objective

Students develop the ability to recognize and use basic vacation-related vocabulary and expressions, including common activities, tourist attractions, and typical experiences. Through various reading, writing, and speaking exercises, students will learn to describe their own vacations or travel plans, express preferences, and share information about places they know or would like to visit. This unit seeks to strengthen language comprehension in everyday contexts, foster oral and written communication, and motivate students to use English practically to discuss topics of personal and cultural interest.

CONTENTS

LESSON 1: My
Adventure Poster.
LESSON 2: Dialogues
Role-play.
LESSON 3: Holiday
Story Time.



CITY BINGO!

B	I	N	G	O
				
		FREE		
				

Source: Canva(n.d)

- **Example review questions:**
- **“Where do you go when you're sick?”**
- **What can you do in the park?**
- **Who works at the police station?**



PROCEDURE

Introduction:

In this fun activity called "City Places Bingo!", students will test their listening skills and recognize important city landmarks. Through oral descriptions, they must match what they hear with pictures on a bingo card.

Activity Steps:

Step 1: Warm-up (5 min)

Show some flashcards of places and ask questions like:

👤 "Where do you buy bread?" – Students: "Bakery!"

👤 "Who works at the fire station?" – Students: "Firefighter!"

Step 2: Game Setup (5 min)

Distribute the cards and explain the rules of the game. Make sure they understand that they must listen and not say the name of the place until they have Bingo.

Step 3: Play the Game (10-15 min)

Read the descriptions one by one. Allow time for students to mark.

Encourage with phrases like "Good job!" or "Listen carefully!"

If someone says "Bingo," check their marked pictures to confirm.

Step 4: Summary (5 min)

Ask review questions:

"Where do you go when you are sick?"

What can you do in the park?

Who works at the police station?



TEACHER'S INSTRUCTIONS



- Prepare bingo cards with pictures of different places in the city (for example: hospital, school, park, library, supermarket, etc.). Each card should have a different combination.
- Give each student a card along with small markers (such as counters, bottle caps, or slips of paper).
- Explain that you will read clues without saying the name of the place and that they should listen carefully.
- Students should mark the picture that matches the description they hear.
- When a student completes a row (horizontally, vertically, or diagonally), they should say "Bingo!" aloud.
- Check their answers and, if they are correct, name a new winner. You can continue playing multiple rounds if you wish.

STUDENT'S INSTRUCTIONS



- Receive your bingo card with pictures of places in the city.
- Listen carefully to what the teacher says.
- Find the picture on your card that matches the clue.
- If you have it, mark it.
- When you complete a whole line (up, down, or diagonally), raise your hand and shout, "Bingo!"
- If you win, share with the class which places you marked!

LESSON 3

CITY BINGO!

Objective:

Recognize places in the city through active listening and sight words.

🕒 Estimated time: 25 minutes

✂️ Materials:

Bingo cards with pictures of places

Countertops or buttons for marking

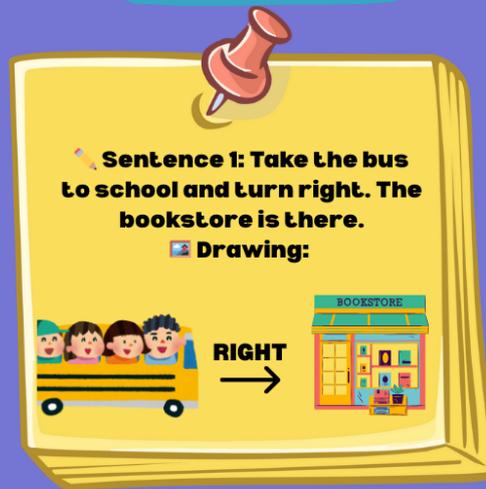
Teacher's oral list with phrases: "This place has books" (Library), "This is where you go when you're sick" (Hospital)...



"Action and transportation! Repeat with clips!"

2. Choose five phrases from the video and draw a picture to show their meaning

EXAMPLE



Phrase 1: _____
Draw: [Draw here]

Phrase 2: _____
Draw: [Draw here]

Phrase 3: _____
Draw: [Draw here]

Phrase 4: _____
Draw: [Draw here]

Phrase 5: _____
Draw: [Draw here]

"Action and transportation! Repeat with clips!"

1. Match the words with the pictures (draw a line):

Bus
Bike
Walk
Turn right
Turn left

Bicycle
Boy pointing right
Boy pointing left
Boy walking
Bus

WATCH, LISTEN, AND REPEAT!

- ◆ Watch the video with your teacher.
- ◆ Repeat the following phrases out loud:

- 👤 "Take the bus"
- 👤 "Turn left"
- 👤 "Go straight"
- 👤 "Walk to the corner"

👤 Practice with Your Partner



Directions in English Song for Kids | Planet Pop | Learn English

Source: YouTube

PROCEDURE

INTRODUCCION:

In this activity, students will watch short videos showing common modes of transportation and actions, such as "Turn left" or "Take the bus." Through guided repetition, they will learn to recognize and pronounce basic English phrases related to directions and transportation. This learning will be reinforced with gestures and drawings

Activity Steps:

1. Warm-up (5 min)

- ◆ The teacher shows cards with transportation options (bus, bike, taxi, walk, etc.).
- ◆ Asks: **"What's this?"** and students answer the name in English.
- ◆ The names are reviewed together with pronunciation.

2. Presentation (10 min)

- ◆ The first video clip is shown with phrases like **"Take the bus" or "Turn right."**
- ◆ The video pauses after each phrase for students to repeat in unison.
- ◆ The teacher uses gestures to show the meaning.

3. Practice (15 min)

- ◆ Students repeat the phrases from the video, first all together and then in pairs.
- ◆ The teacher guides with mimes: walk, turn, etc.
- ◆ Students imitate the gestures while repeating the correct phrase.

4. Production (5 min)

- ◆ Each student chooses two phrases.
- ◆ Draw a picture that represents each phrase (e.g., a bus turning left).

5. Wrap-up (5 min)

- ◆ Some students read aloud a phrase they liked the most.
- ◆ The teacher gives positive feedback and corrects with gentle gestures if necessary.

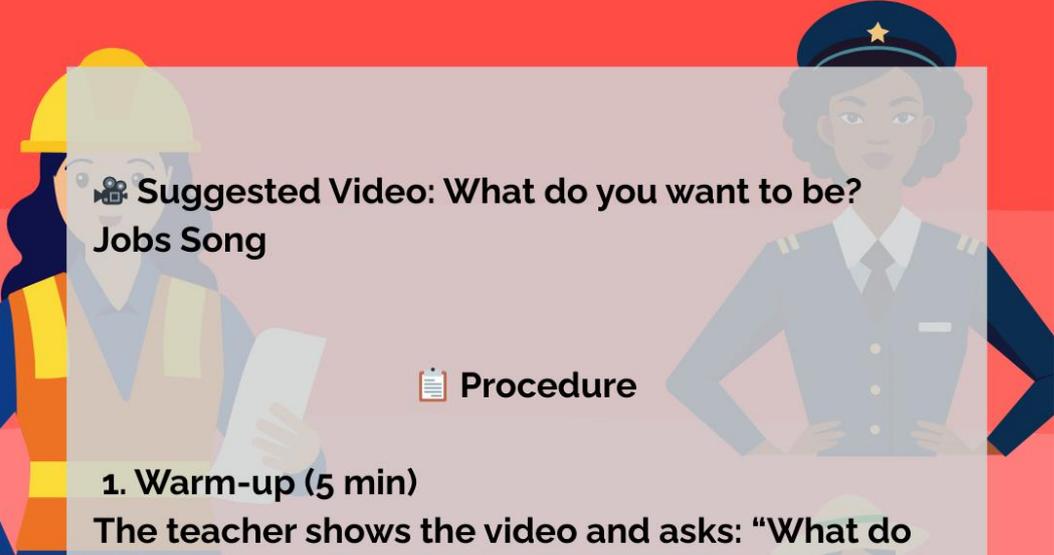


LESSON 3

Job Interview Role-play



- **Objective:**
Represent real-life situations from different professions in simple dialogues.
- **Grammar:**
Simple present / present continuous in context
(e.g., "I am helping a patient." – "She is baking a cake.")
- **Key vocabulary:**
Actions related to professions.
- **Materials:**
Simple costumes or props (can be symbolic), role cards, paper, and pencil.
- **Estimated time:**
40 minutes



**📺 Suggested Video: What do you want to be?
Jobs Song**

📋 Procedure

1. Warm-up (5 min)

The teacher shows the video and asks: “What do you want to be when you grow up?”

Brainstorm on the board: policeman, teacher, artist, etc

2. Poster Creation (20 min)

Students draw or paste clippings of their “dream job” on a piece of paper.

They write a sentence like: “I want to be a vet because I love animals.” Spelling and sentence clarity are checked.

3. Sharing (10 min) Volunteers show their poster and read their sentence. The poster can be hung in the classroom or on a themed wall.



TEACHER'S INSTRUCTIONS



SCAN ME!

- Start with the video: https://www.youtube.com/watch?v=wKfrbnRRD-k&list=RDwKfrbnRRD-k&start_radio=1
- What do you want to be? Jobs Song
- Have them repeat the professions they hear.
- Ask: "What do you want to be when you grow up?"
- On the board, write the jobs the children say. Add other familiar ones (doctor, artist, police officer, etc.).
- Give each child a sheet of paper to make a poster.
- They should draw their dream job.
- Write a simple sentence:
 - "I want to be a _____ because _____."
- Help with the writing and encourage the use of colors and creativity.
- Collect or display the posters at the end. They can be posted around the classroom.

STUDENT'S INSTRUCTIONS

- Watch the video carefully. Listen to the professions.
- Think: What do you want to be when you grow up?
- Draw your dream profession on a piece of paper.
- Write a sentence:
 - "I want to be a chef because I like cooking."
 - "I want to be a vet because I love animals."
- Color your poster. You can use drawings or cutouts.
- Share your poster with your classmates if you wish.

LESSON 2

My Future Job Drawing



- **Objective:**
- Express preferences and describe a profession using simple sentences.

- **Grammar:**
- I want to be..., I like..., because...

- **Key vocabulary:**
- jobs, actions, work places (hospital, school, restaurant...)

- **Materials:**
- Colored paper, markers, magazine clippings, scissors, and an eraser and video.

- **Estimated time:**
- 30 minutes

3. They think of and give three clues about that profession without mentioning it (for example: "I work in a hospital. I help the sick").

Who Am I?

The class guesses: "You're a doctor!"

Good Job!



Who Am I?

1. Video presentation.



2. Main activity

Each student receives a card with the name of a secret profession.



 Suggested video: Jobs and Occupations Vocabulary - English for Kids: https://www.youtube.com/watch?v=ID6QEK_c7o

[v= ID6QEK_c7o](https://www.youtube.com/watch?v=ID6QEK_c7o)



Jobs and Occupations I - Vocabulary for Kids

Procedure

1. Warm-up (5 min)

The teacher shows the video.

A pause is made to repeat vocabulary and associate it with images.

A list of 6 to 8 professions is written on the board with their image.

2. Main Activity (20 min)

Each student receives a card with the name of a secret profession.

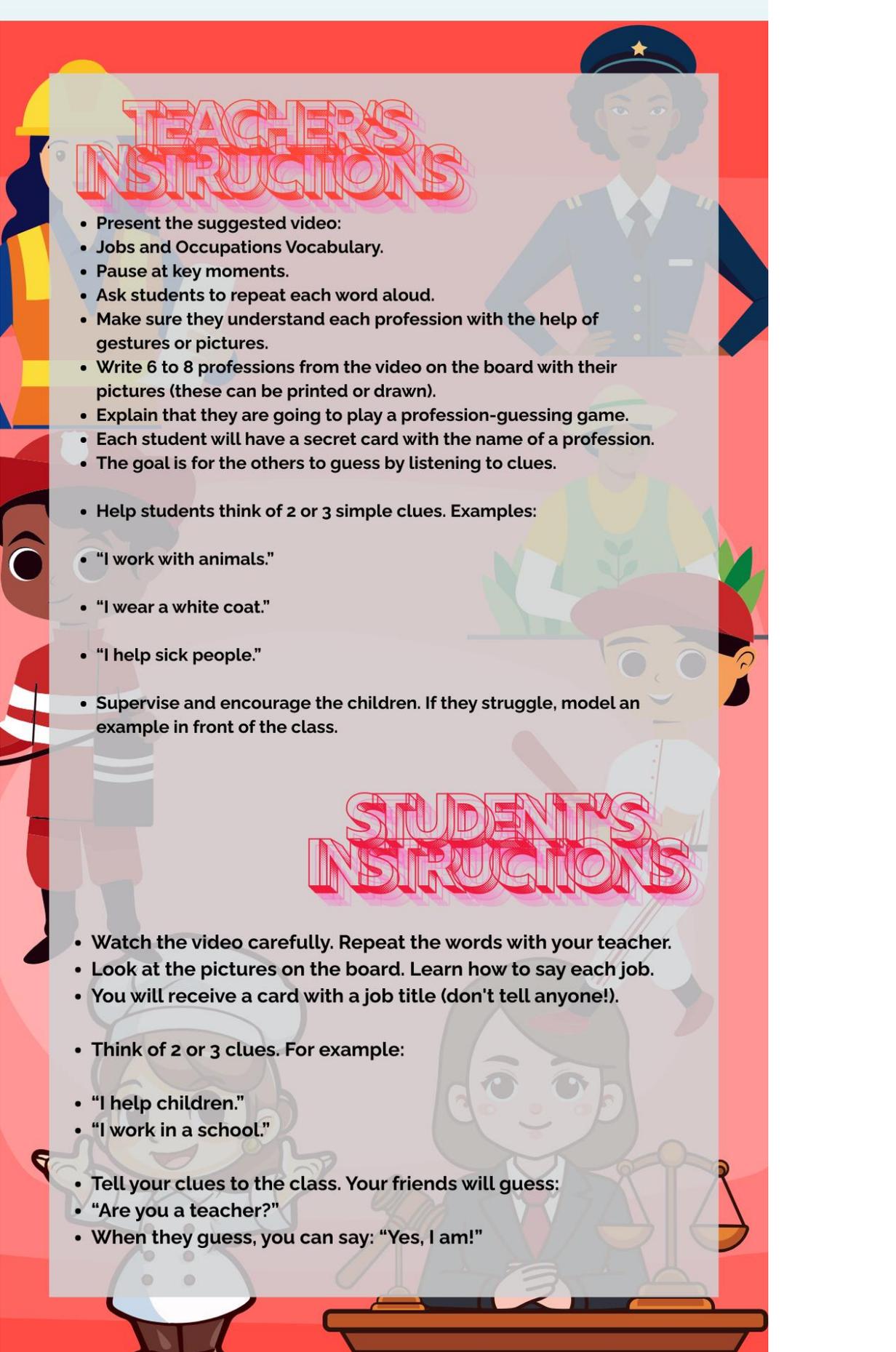
They think of and give three clues about that job without mentioning it (for example: "I work in a hospital. I help sick people.").

The class guesses: "You are a doctor!"

3. Wrap-up (5 min)

Oral review of the vocabulary learned.

The students with the best clues are rewarded with applause.



TEACHER'S INSTRUCTIONS

- Present the suggested video:
 - Jobs and Occupations Vocabulary.
 - Pause at key moments.
 - Ask students to repeat each word aloud.
 - Make sure they understand each profession with the help of gestures or pictures.
 - Write 6 to 8 professions from the video on the board with their pictures (these can be printed or drawn).
 - Explain that they are going to play a profession-guessing game.
 - Each student will have a secret card with the name of a profession.
 - The goal is for the others to guess by listening to clues.
-
- Help students think of 2 or 3 simple clues. Examples:
 - "I work with animals."
 - "I wear a white coat."
 - "I help sick people."
 - Supervise and encourage the children. If they struggle, model an example in front of the class.

STUDENT'S INSTRUCTIONS

- Watch the video carefully. Repeat the words with your teacher.
 - Look at the pictures on the board. Learn how to say each job.
 - You will receive a card with a job title (don't tell anyone!).
-
- Think of 2 or 3 clues. For example:
 - "I help children."
 - "I work in a school."
 - Tell your clues to the class. Your friends will guess:
 - "Are you a teacher?"
 - When they guess, you can say: "Yes, I am!"

LESSON 1

Who Am I?

Objective:
Identify and describe different professions using oral clues.

Grammar:
Present simple + vocabulary (he/she is, works in, uses...)

Key vocabulary:
doctor, teacher, firefighter, police officer, chef, farmer...

Materials:
Cards with pictures or words about professions and video.

Estimated time:
25 minutes



UNIT 3

Existing Professions

Objective

This unit is designed for students to recognize and name different professions in English, such as doctor, teacher, firefighter, chef, among others. Through the use of videos, games, creative activities, and role-playing, students will practice describing jobs using simple phrases and basic vocabulary. Additionally, they will strengthen their oral and written expression skills, expressing their personal interests and the professions they would like to pursue in the future.

The unit encourages active participation, creativity, and collaborative work, creating a motivating environment for language learning.

CONTENTS

LESSON 1: Who Am I?
LESSON 2: My Future
Job Drawing
LESSON 3: Job
Interview Role-play



HOLIDAY STORY TIME

1. Listen to your teacher and read this story:

"A Trip to the Jungle"

One day, Tom and Lily went to the jungle.

They saw tall trees and colorful birds.

They walked and walked.

Suddenly, a monkey jumped onto their backpack!

Tom laughed, but Lily was scared.

They ran back to the boat and returned home.



 Answer these questions:

Where did they go? _____

What animal did they see? _____

Were they scared or happy? _____

What did they like most? _____

What didn't they like? _____

2. Create a New Ending

 Work in groups.

Draw or write a new ending for the story. Be creative!

 Use these sentence starters:

Then they...

Suddenly...

In the end...



Introduce yourself!

 Say one or two sentences in English.

✓ "In our story, they..."

✓ "We imagine that..."



Procedure



Warm-up (5 minutes):

Presentation of a short video:

https://www.youtube.com/watch?v=maX_oDbyNe8

The teacher asks: "Do you like stories?" "Have you ever traveled?"

Show the cover of a short story: "A Trip to the Jungle" or similar.

Story Reading (10 minutes):

Slowly read an adapted short story about a trip (maximum 8 sentences).

Use gestures and mime to facilitate comprehension.

Comprehension Questions (5 minutes):

Ask simple oral questions:

"Where did you go?" "What did you see?" "Did you like the trip?"

Group Work: Creating a New Ending (10 minutes):

Divide students into small groups.

Each group thinks of a new ending for the story.

They can write 3 sentences or draw what happens at the end.

Group Presentation (10 minutes):

Each group shares their ending with the class in English.

The teacher provides support with basic phrases if needed.

Summary (5 minutes):

The teacher reviews key words from the story.

Praises the groups for their creativity.



TEACHER'S INSTRUCTIONS



Choose a very simple story about a journey (it can be made up or taken from a short story).
Read slowly, using intonation, mime, and showing large pictures to help the children understand.
Use questions after reading to check comprehension (Where did they go? What did they do?).
Then divide the class into small groups and encourage them to invent a different ending to the story.
Provide support with vocabulary and simple phrases if needed. You can write options on the board.
At the end, each group can tell their ending with pictures or in short phrases.

STUDENT'S INSTRUCTIONS



Listen carefully to a story in English that your teacher is going to read.
Look at the drawings to better understand.
Answer the questions in class with a word or short phrase.
Then, with your group, imagine another ending to the story: What would happen if...? What did they do next?
Draw or write three sentences in English to describe your new ending.
Present the ending of your story to the rest of the class.

LESSON 3

HOLIDAY STORY TIME



- Objective:

For students to improve listening comprehension and oral creativity by listening to and creating travel-related stories.

- Level:

Seventh grade

- Estimated time:

40 minutes

- Grammar:

Use of the present and simple past tense in basic narratives.

- Vocabulary:

Actions and places: travel, visit, go, see, beach, mountain, animals, museum

- Materials:

Short text
Activity sheets
Comprehension questions
Pencils
Colored pencils
Markers
Whiteboard
Video



Dialogues

Role-play



3. Each pair acts out the dialogue in front of the class with gestures or small props



Dialogues

Role-play

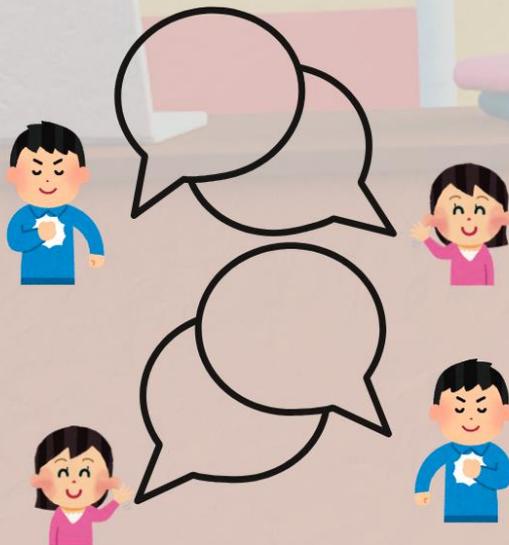


1. In pairs, create a mini-dialogue using the vocabulary or sentence structure.



Where are you going?
I want to go to...
Can I have a map?
• suitcase,
map, hat,

2. Creating the Dialogue



 Procedure

Warm-up (5 minutes):

Students will listen to a dialogue:

<https://www.youtube.com/watch?v=v-DgQue5xB8>



The teacher does a brief role-play with a student:

"Hello! Where do you want to go?"

"I want to go to the mountains!"

Vocabulary and Structures Review (5 minutes):

Introduce and repeat useful phrases:

Where are you going?

I want to go to...

Can I have a map?



Dialogue Practice (10 minutes):

Distribute cards with short dialogues (they can be tourist and guide, mother and child, etc.).

In pairs, students read the dialogue quietly first, then practice using intonation.

Role-play (15 minutes):

Each pair acts out the dialogue in front of the class with gestures or small props (suitcase, map, hat, etc.).

The teacher gently motivates and corrects if necessary.

Creative Dialogue (10 minutes):

In pairs, students create a new mini-dialogue with teacher support. Write 3 to 4 sentences using the vocabulary they have learned.

Wrap-up (5 minutes):

Praise participation.

Reinforce correct structures: I want to go..., Where is...?, Let's go!



TEACHER'S INSTRUCTIONS



- Start with a short, fun dialogue example with a student, using objects (a map, a backpack, a hat) to make it more dynamic.
- Teach key phrases with short repetition: all students repeat them aloud with gestures.
- Distribute cards with short dialogues in pairs. Help students read and understand them first.
- Guide students to use good intonation and act out simple gestures.
- Then, have them create their own dialogue in pairs, using words they already know.
- Help them write new sentences if they don't know how to say something.
- Invite them to present their dialogues in front of the class, but without pressure; it can be from a position if they are embarrassed.



STUDENT'S INSTRUCTIONS



- Listen and repeat phrases your teacher says, such as: Where are you going? or I want to go to the beach!
- Work with your partner to read a short dialogue in English.
- Practice several times before presenting it.
- Use gestures or props if you like: a backpack, a hat, a map.
- Then, make up your own mini-dialogue. Write 3 or 4 new sentences together.
- When you're ready, you can say it up front or from your seat.



LESSON 2



Dialogues Role-play



- **Objective:**

For students to practice simple travel-related dialogues, improving their fluency and confidence in English.

- **Level:**

Seventh grade

- **Estimated time:**

45 minutes

- **Grammar:**

Questions and answers with "Where...?", "Can I...?", "I want to...", using the simple present.

- **Vocabulary:**

Useful words: hotel, map, ticket, beach, restaurant, suitcase, directions

- **Materials**

Cards with short dialogues

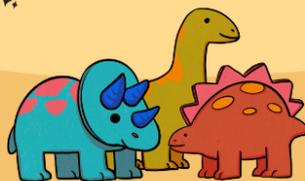
Materials for role-playing (optional)



My Adventure Poster

1. Write a brief introduction to your adventure, whether you've experienced it or can create one from your imagination. (Add pictures, clippings, or drawings)
2. Write three simple sentences.

TOPIC:



Wild animals say hello!

1. Look at the pictures of wild animals and their habitats and choose an animal you like from the pictures or cards you have.



Source: Pinterest (n.d)



Source: Pinterest (n.d)

2. Write this sentence on your sheet of paper with its corresponding picture:

My animal is the ___.

Fill in the blank with the name of your animal.

Write another sentence:

It lives in the ___.

Fill in the blank with the correct habitat (jungle, desert, ocean, savannah).

Make up at least 15 more sentences.

3. Read your sentences aloud so your classmates and the teacher can hear you, and add mimes or sounds.



PROCEDURE

1. Warm-up (5 minutes)

Look at the pictures of the different habitats that the teacher shows on the board or on posters (jungle, desert, ocean, savanna).

Repeat the names of the habitats aloud to practice pronunciation.

Talk with a partner: Do you know any animals that live in each place?

2. Video Exploration (10 minutes)

Watch the video "Animal Habitats | Animal Homes | Animals video for kids."

Pay attention to each habitat and the animals that live there.

Make a mental note of an animal you like and where it lives.

3. Matching Game (10 minutes)

Receive a card with a picture of an animal.

Walk around the room to find the poster of the habitat where you think your animal lives.

Place the card on the correct poster.

Tell the class aloud: "The [animal] lives in the [habitat]."

4. Group Discussion (5 minutes)

Listen to your classmates as they present their animals and habitats.

Ask your friends if they know of other animals that live in those places.

Share your favorite habitat and why.

5. Reflection and Review (5 minutes)

Review the habitat names with the teacher, saying the names and an example of an animal out loud.

Answer simple questions like, "Where does the lion live?"

End the discussion by sharing which animal or habitat you liked the most.

TEACHER'S INSTRUCTIONS

Prepare the equipment to play the video "Animal Habitats | Animal Homes | Animals video for kids" and check that the audio and video are clear for all students.

Explain to the students that they are going to learn about the places where different wild animals live, called habitats.

Play the entire video or the section that shows different habitats (jungle, desert, ocean, savanna).

After the video, show the large posters or printouts with clear images of the habitats and say the names aloud for the students to repeat.

Give each student a card with a picture of a wild animal.

Explain that each student should find the poster of the correct habitat where their animal lives.

Ask each student to go to the corresponding poster and stick or place their card.

Encourage each student to say aloud the simple sentence: "The [animal] lives in the [habitat]."

Gently correct pronunciation and sentence structure when necessary, always encouraging participation. Invite the other students to listen carefully and congratulate everyone on their efforts.

STUDENT'S INSTRUCTIONS

Watch the video carefully showing different places where wild animals live.

Listen and repeat the names of the habitats: jungle, desert, ocean, savannah.

Receive a card with a picture of a wild animal.

Find the poster or large picture that shows the place where your animal lives.

Go closer and stick or place your card on the correct poster.

Say the sentence aloud: "The [animal] lives in the [habitat]."

Listen when your classmates say their sentences and learn with them.

Have fun participating and speaking in English.

LESSON 3

Where do they live?



Source: Pinterest (n.d)



- **Objective:**

Describe wild animal habitats using simple sentences.

- 🕒 **Estimated time:** 35 minutes
- 🧠 **Grammar:** "The [animal] lives in the [habitat]."
- 🗣️ **Vocabulary:** jungle, desert, ocean, savannah, names of animals
- 📺 **Audiovisual resource:**
- **Animal Habitats Video | Animal Homes | Animals video for kids**
|
- **https: www.youtube.com/watch?v=Xj1ASC-TlsI**
- **Materials:**
- **Large posters or printouts of habitats:** jungle, desert, ocean, savannah. These can be clear, colorful drawings or photos.
- **Cards with pictures of wild animals:**
- **For example:** lion, giraffe, shark, monkey, camel, elephant, tiger, crocodile.
- **Masking tape.**
- **Whiteboard or writing space to write down phrases or keywords.**
- **Space in the classroom for students to move around and place their cards on the posters.**

Wild animals say hello!

1. Watch the video carefully and then complete the activity.



WILD ANIMALS | Learn Wild Animal Names For Children, Kids #animals #...



2. Presentation:



- Put on the mask or hold up the picture of your animal.
- Walk in front of the class and say your phrase aloud: "Hello, I am a [animal]!"
- Make the sound of the animal you chose.

"Hello, I am a lion!"



PROCEDURE

- Introduction (5 minutos)

Escucha cuando el maestro te explique que hoy vas a aprender a saludar y presentarte como un animal salvaje. Observa atentamente el video donde varios animales se saludan y dicen su nombre.

Presta atención a las frases que usan, como "Hello, I am a tiger!" o "Hi, I am a monkey!"

- 2. Practice in Pairs (15 minutos)

Escoge una máscara o una imagen de animal que te guste.

Con un compañero, practica decir la frase para presentarte como ese animal.

Repite varias veces la frase para aprender bien la pronunciación, como "Hello, I am a lion!"

Ayuda a tu compañero a practicar también su frase.

- 3. Presentation: Animal (10 minutos)

Ponte la máscara o sostén la imagen de tu animal.

Camina frente a la clase y di en voz alta tu frase: "Hello, I am a [animal]!"

Si quieres, haz el sonido o un movimiento que haga tu animal para que todos te reconozcan mejor.

Escucha a tus compañeros cuando se presenten y trata de adivinar qué animal son.

- 4. Review (5 minutos)

Repite junto con todos los compañeros las frases y saludos que aprendieron hoy.

- Escucha las preguntas del maestro sobre los animales y responde si sabes.
- Al final, di cuál es tu animal salvaje favorito y saluda a la clase una vez más.



TEACHER'S INSTRUCTIONS

Prepare the equipment to play the video and make sure the audio and video are clear for all students.

Briefly explain to students that they are going to watch a video where wild animals greet and introduce themselves.

Play the entire video or the portion that shows the animal greetings and introductions.

Pause the video after each greeting and repeat the phrase aloud so students can hear the pronunciation clearly.

Show students the animal masks or pictures and explain that each student must choose one to "become" that animal.

Teach simple phrases to use in the role-play, for example: "Hello, I am a tiger!" or "Hi, I am a monkey!"

Help students practice the phrase by pronouncing it clearly and having them repeat it several times.

Have students stand or sit in a comfortable space to perform the role-play.

Encourage students to greet and introduce themselves by acting like their animal, using the learned phrase and adding sounds or movements if desired.

During the role-play, gently correct pronunciation and positively reinforce each attempt at oral expression.

Encourage all students to participate and listen attentively to their classmates.

STUDENT'S INSTRUCTIONS

Watch the video carefully where the animals greet each other and tell each other who they are.

Listen carefully to the phrases they use to greet and introduce themselves.

Choose an animal mask or picture you like to play that animal.

Learn a simple phrase to introduce yourself, such as "Hello, I am a lion!" or "Hi, I am an elephant!"

Practice saying the phrase several times with the help of the teacher or your classmates.

Put on the mask or hold up the picture to "become" that animal.

Greet your classmates using the phrase you learned and, if you want, make the sound or movement of your animal.

Listen carefully when your classmates introduce themselves and try to guess which animal they are acting.

Have fun participating and learning with your friends.

LESSON 2

Wild animals say hello!



Specific Objective:

Practice greetings and short descriptions of wild animals.

 **Estimated time:** 35 minutes

 **Grammar:** “I am a...” and basic greetings (“Hello!”, “Hi!”)

 **Vocabulary:** Animal names (monkey, tiger, lion), actions (roar, jump, run)

 **Audiovisual resource:**

Video WILD ANIMALS | Learn Wild Animal Names For Children, Kids

<https://www.youtube.com/watch?v=2BSmCbUWPx0>



 **Materials:**

Video on projector

Masks or images of wild animals (can be printed or made of paper).

Cards with simple phrases to introduce the animals (e.g., “Hello, I am a tiger!”).

Free space for role-playing.

Guess the wild animal!

3. Imitate the animal's sound for your classmates.



Guess the wild animal!

1. Watch the video and listen carefully.



2. Participate in class



PROCEDURE

1. Introduction (5 minutes)

Listen to the teacher as they show you pictures of wild animals.

Try saying the names of the animals you know out loud.

Get ready to watch a video where you will learn more animal names.

2. Video Presentation & Practice (15 minutes)

Watch the video showing wild animals carefully.

When the video stops, raise your hand if you know the animal's name.

Say out loud: "Is it a [animal's name]?"

Repeat the names with the teacher to practice pronunciation.

3. Game: Animal Sound Guessing (10 minutes)

Listen to the animal sounds the teacher will make.

Listen to the clue they will give you about the animal.

Raise your hand to guess by saying: "Is it a [animal's name]?"

If you guess correctly, imitate the animal's sound for your classmates.

4. Review (5 minutes)

Listen and repeat the names of the animals you learned today.

Answer the teacher's questions about the animals.

Tell which is your favorite wild animal and why.



TEACHER'S INSTRUCTIONS

- Prepare the video and check the audio and visibility.
- Arrange cards with animal pictures and names.
- Show the video, pausing after each animal to ask a question.
- Invite students to guess by raising their hands.
- Play sounds to guess in a game.
- Encourage students to imitate sounds.
- Review and repeat vocabulary on the board.

STUDENT'S INSTRUCTIONS

- Watch and listen to the video carefully.
- Repeat the animal names.
- Listen for clues and raise your hand to guess.
- Imitate the sound if you guess correctly.
- Participate in the card-matching game with your group.

LESSON 1

Guess the wild animal!



Objective:

Identify and name wild animals in English using auditory clues, videos, and sounds.

 **Grade:**

Seventh

 **Estimated time:**

35 minutes

 **Grammar:**

Is it...? questions

 **Vocabulary:**

lion, elephant, monkey, giraffe, crocodile, tiger, snake

Materials:

Projector

Recommended educational video: Learn Wild Animal Names and Animal Videos for Kids - Safari Animal Puzzle

<https://www.youtube.com/watch?v=N4THWm9rxs4>

Cards with animal pictures and their names in English.

Whiteboard and marker.



SCAN ME!



UNIT 4

Wild Friends

Objective

Understand and use vocabulary related to wild animals in English, identifying their characteristics, habitats, and behaviors through audiovisual resources that facilitate interaction, recognition, and oral expression in simple communicative situations.

CONTENTS

LESSON 1: Guess the wild animal!

LESSON 2: Wild animals say hello!

LESSON 3: Where do they live?



Job Interview Role-play

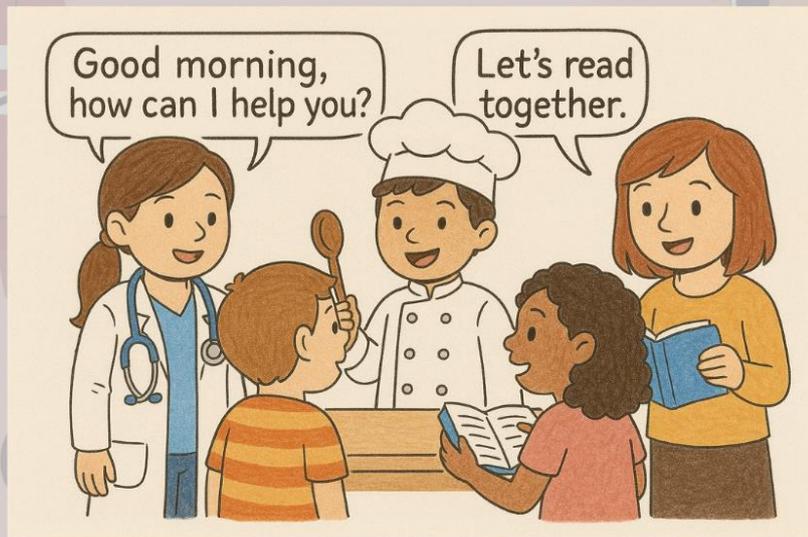
 Suggested Video: Jobs and Occupations for Kids



GROUP WORK

1. Students group in groups of three or four.
2. Each group should choose their favorite profession.

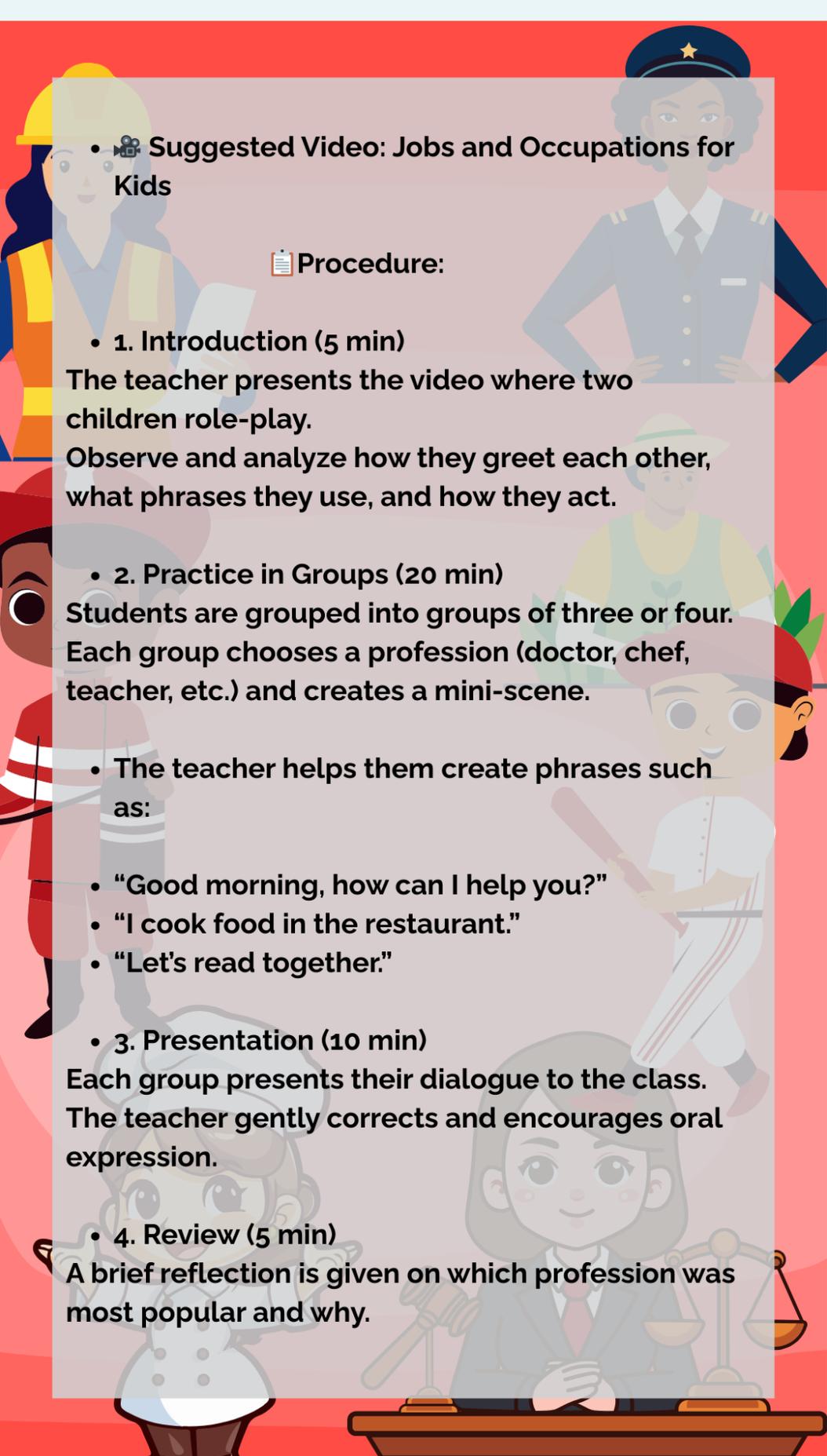
Examples for creating sentences
such as:
"Good morning, how may I help
you?"
"I cook in a restaurant."
"Let's read together."



Source: Picsart (n.d)



Review
A brief reflection is given on which
profession was most popular and
why.

- 
- 📺 Suggested Video: Jobs and Occupations for Kids

📄 Procedure:

- 1. Introduction (5 min)

The teacher presents the video where two children role-play.

Observe and analyze how they greet each other, what phrases they use, and how they act.

- 2. Practice in Groups (20 min)

Students are grouped into groups of three or four. Each group chooses a profession (doctor, chef, teacher, etc.) and creates a mini-scene.

- The teacher helps them create phrases such as:

- “Good morning, how can I help you?”
- “I cook food in the restaurant.”
- “Let’s read together.”

- 3. Presentation (10 min)

Each group presents their dialogue to the class. The teacher gently corrects and encourages oral expression.

- 4. Review (5 min)

A brief reflection is given on which profession was most popular and why.

TEACHER'S INSTRUCTIONS



Present the video: Jobs and Occupations for Kids
<https://www.youtube.com/watch?v=okc5P7RAzBQ>

Ask the children to observe the gestures, greetings, and phrases.

Explain that they are going to act out a short scene, as if they were adults working.

Form groups of 3 or 4 students. Give them options for professions: chef, teacher, firefighter, doctor, cashier, etc.

Help them write a mini dialogue. Examples:

A: "Good morning!"

B: "Good morning! I'm a vet. I help animals."

A: "Wow! That's great!"

Allow time to rehearse. Help with pronunciation.

Have the groups present. Congratulate everyone.

STUDENT'S INSTRUCTIONS

Watch the video and observe how the children speak.

You will work in groups with your friends.

Choose a job (it can be from the video or your favorite).

Make up a short dialogue. Use phrases like:

"Hello, I am a nurse."

"I work in a hospital."

Practice with your group. Use your voice, your hands, and your imagination.

Present the scene with your group in front of the class.

4.5 Impacts

This chapter deals with the analysis of the following impacts

- Linguistic impact
- Academic impact
- Affective impact

4.5.1 Impact Matrix

Table 10

Numerical impact levels

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

Taken from: (Posso,2011, as cited in Córdova & Gualoto,2022)

Below is the formula that is applied to obtain results.

$$IL (\text{Impact level}) = \frac{\sum (15)}{5} = 3$$

Σ = The results of each indicator are added.

5= Number of indicators included in the table.

4.5.2 Linguistic impact

Table 11

Linguistic impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Improved pronunciation of English words	X
b) Increased vocabulary in real-life contexts	X
c) Development of listening skills through audio and video recordings	X
d) Recognition of sounds and phonemes	X
e) Increased fluency in self-expression	X
Total	13

Author: Keyla Tulcanaza

$$\text{Linguistic impact level} = \frac{13}{5} = 2,6/3$$

Linguistic impact level: Medium positive impact

Analysis

It can be observed that the linguistic impact improves students' oral skills, increasing their participation in pronunciation, where vocabulary and listening comprehension can be acquired. According to Bolarín and Porto (2023), the combined use of image and

sound contributes to fostering linguistic skills; therefore, it is advisable to consider these resources in the teaching of foreign languages.

Students should be constantly exposed to authentic language input that helps them recognize sounds, intonation, and word stress. Furthermore, increasing the use of exercises, role-playing games, and subtitled videos helps internalize correct pronunciation and improves communicative competence.

4.5.3 Academic impact

Table 12

Linguistic impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Incorporation of audiovisual resources into teaching planning	X
b) Transformation of traditional methodology toward a participatory approach	X
c) Increased use of oral skills-focused activities	X
d) Adaptation of activities to the national curriculum and CEFR A1-A2 levels	X
e) Improved active student participation in English classes	X
Total	13

Author: Keyla Tulcanaza

$$\text{Academic impact level} = \frac{13}{5} = 2,6/3$$

Academic impact level: High positive impact.

Analysis

Yépez (2022) states that audiovisual media help present concepts in an objective, clear, and accessible way. In addition to providing different learning media, they stimulate student interest and motivation, renew attention span, and help retain ideas longer. For this reason, today's education is unthinkable without audiovisual media, which is why it is important to train in different ways of creating content.

The educational impact fosters a more effective and participatory approach through the integration of audiovisual resources such as subtitled videos, digital materials, and audio media. This makes the teaching process more dynamic and aligns it with current educational demands. Additionally, the proposal incorporates linguistic functions appropriate for A1-A2 CEFR levels, not only enhancing student participation but also helping teachers diversify their teaching strategies, thereby enriching knowledge and learning in the classroom.

4.5.4 Affective impact

Table 13

Affective impact indicators

Indicator	Impact levels (-3 -2 -1 0 1 2 3)
a) Increased motivation to participate in English class	X
b) Strengthened confidence in oral expression	X
c) Spontaneous participation in oral activities	X
d) Positive relationship with English learning	X
e) Student satisfaction with using visual and auditory resources	X
Total	14

Author: Keyla Tulcanaza

14

$$\text{Affective impact level} = \frac{14}{5} = 2,8/3$$

Affective impact level: High positive impact.

Analysis

Students tend to respond positively and significantly, especially when motivation is generated. The high motivation to participate in class helps students gain confidence in oral expression, reflecting that audiovisual resources and strategies effectively foster a sense of security, in addition Rodríguez (2024) states that being an attractive and dynamic medium, videos more easily capture the attention of students, which can translate into greater motivation and participation in academic activities.

Videos incorporate a combination of images, sounds, and movement that stimulate multiple senses and help clarify complex concepts students encounter when speaking English. The use of subtitles and animations further enhances comprehension and information retention. This is where class participation becomes crucial. Students who understand the content feel more confident expressing their knowledge in the classroom without fear or embarrassment. Above all, they are encouraged to create their own inclusive environment. Learning can proceed at their own pace, allowing for breaks and autonomy, thus fostering personalized, inclusive, flexible, and effective learning experiences.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Through the bibliographic sources included in the theoretical framework of this research, clear evidence was found showing that audiovisual resources are effective tools that enhance students' motivation, attention, practice, and knowledge retention. These resources help make learning more dynamic and engaging, especially in the field of English language education.

The use of videos, audios, and subtitles significantly contributes to the improvement of pronunciation, as they allow students to listen and repeat sounds accurately. Moreover, the results obtained from students at Unidad Educativa Presidente Velasco Ibarra, specifically those in seventh grade, showed that learning English through audiovisual media as opposed to traditional methods makes comprehension easier and helps students retain what they learn for a longer period.

According to the results collected from teachers, it was revealed that audiovisual resources are not being used adequately in classroom settings. Only a small percentage of educators incorporate these tools to support learning, even though many recognize their effectiveness in delivering lessons. Some of the main factors affecting students' education include lack of exposure to the language, limited practice outside the classroom, minimal oral engagement, and difficulties with pronunciation. However, these challenges could be addressed more effectively with the regular use of audiovisual tools.

RECOMMENDATIONS

Based on the data obtained, it is recommended that teachers increase their use of audiovisual resources in the classroom. Even when technological tools are not readily available in the institution, breaking away from traditional routines can stimulate students' attention and foster meaningful learning. Teachers should carefully plan their lessons to include videos, audios, and oral activities that help reinforce pronunciation, while also adapting these strategies to the students' language level for maximum effectiveness.

Additionally, it is important to promote formative assessment practices that track students' progress in pronunciation. This can be achieved through guided speaking tasks, recordings, or educational videos, along with personalized feedback from the teacher. It is also advisable to suggest the use of applications, online platforms, or websites outside the classroom, so that students can practice more frequently in a fun and autonomous way.

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ANNEXES

Annex 1. Survey Permission Letter.



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS
NACIONALES Y EXTRANJEROS



Ibarra, 05 de junio del 2025

Estimados Padres de Familia del 7mo Año paralelo "A"
Unidad Educativa "Presidente Velasco Ibarra"

De mi consideración:

Reciban un cordial saludo. Mi nombre es Keyla Tulcanaza, estudiante del noveno semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica del Norte. Actualmente, me encuentro desarrollando mi tesis, con el tema "Audiovisual Resources For Pronunciation Practice In 7th Year Of Basic General Education At Presidente Velasco Ibarra". (El impacto de recursos audiovisual para mejorar la pronunciación de alumnos de 7mo Año Año de Educación General Básica de la Unidad Educativa Presidente Velasco Ibarra).

Para lo cual me gustaría contar con la valiosa participación de los estudiantes de 7mo Año "A" mediante la realización de una encuesta breve y sencilla. Esta actividad permitirá recopilar información relevante que contribuirá al desarrollo de estrategias innovadoras para fortalecer las habilidades de escritura en el idioma inglés. La información recopilada será tratada de manera confidencial y utilizada exclusivamente con fines académicos. Asimismo, se garantizará el respeto y bienestar de los niños durante todo el proceso.

Agradecería enormemente su autorización para que su representado/a pueda participar en esta actividad. En caso de estar de acuerdo, por favor firme la parte inferior de este documento y envíelo con su hijo/a el día **lunes 09 de junio**.

Agradezco de antemano su apoyo y colaboración en esta etapa tan importante de mi formación académica. Para cualquier consulta o aclaración, estoy a su disposición para solventar cualquier inquietud.

Atentamente,


Srta. Keyla Tulcanaza
Estudiante de la Universidad Técnica del Norte





Autorización

Yo, _____, autorizo a mi hijo/a _____ para participar en la encuesta que forma parte de la investigación titulada "Audiovisual Resources For Pronunciation Practice In 7th Year Of Basic General Education At Presidente Velasco Ibarra".

Firma: _____

Cédula: _____

Annex 2. Survey of students of the “Unidad Educativa Presidente Velasco Ibarra”.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE
EDUCACIÓN BÁSICA DE LA UNIDAD EDUCATIVA PRESIDENTE
VELASCO IBARRA**

Objetivo: Determinar las percepciones de los estudiantes de séptimo grado del paralelo "A" sobre el uso de recursos audiovisuales en las clases de inglés y su influencia en el desarrollo de actividades orales.

Instrucciones:

Estimados estudiantes de la Unidad Educativa Presidente Velasco Ibarra, el propósito del siguiente cuestionario es conocer su opinión sobre el uso de recursos audiovisuales en las clases de inglés y cómo estos influyen en sus actividades orales. Sus respuestas nos ayudarán a comprender qué recursos o estrategias pueden mejorar la enseñanza del idioma. Por ello, les pedimos que completen el siguiente cuestionario, marcando con una "X" la opción que mejor refleje su opinión. Todas las encuestas son anónimas y confidenciales, por lo que pueden responder con total libertad.

QUESTIONNAIRE / CUESTIONARIO

1. Do you like learning the English language? (*¿Te gusta aprender el idioma inglés?*)

- A lot (*Mucho*)
- Quite a bit (*Bastante*)
- A little (*Poco*)
- Not at all (*Nada*)

2. How often do you participate in oral activities in class? (*¿Con qué frecuencia participas en actividades orales en clase?*)

- Always (*Siempre*)
- Sometimes (*A veces*)
- Rarely (*Poco frecuente*)
- Never (*Nunca*)

3. How often does your English teacher use audiovisual materials to explain a topic? (*¿Con qué frecuencia usa su docente de inglés materiales audiovisuales para explicar sobre un tema?*)

- Always (*Siempre*)
- Sometimes (*A veces*)
- Rarely (*Poco frecuente*)
- Never (*Nunca*)

4. What audiovisual materials does your English teacher use to convey information to the class? (*¿Qué materiales audiovisuales usa tu profesor de inglés para transmitir información a la clase?*) **(It is possible to mark more than one answer)** (*Es posible marcar más de una respuesta*).

- Book (*Libro*)
- Images, posters (*Imágenes, posters*)
- Videos (*Videos*)
- Slides (*Diapositivas*)
- No audiovisual material (*Ningún material audiovisual*)

5. Do you enjoy oral production activities using audiovisual materials that the teacher includes in their English classes? (*¿Disfruta de las actividades de producción oral usando materiales audiovisuales que el docente incluye en sus clases de inglés?*)

- Quite a bit (*Bastante*)
- A lot (*Mucho*)

A little (*Poco*)

Not at all (*Nada*)

6. From the following list of online platforms: Which ones do you know and have used in oral activities before and during English classes? (De la siguiente lista de plataformas online: ¿Cuáles conoce y usó en actividades orales antes y durante las clases de inglés?)

Biteable

Powtoon

Emaze

Flipgrid

Voki

Padlet

Vocaroo

Liveworksheets

None of the above (*Ninguna de las anteriores*)

7. Do you agree that the use of the previously mentioned audiovisual materials facilitates interaction between teacher/student and student/student? (¿Está de acuerdo con que el uso de materiales audiovisuales previamente mencionados facilita la interacción entre docente/estudiante y estudiante/estudiante?)

Strongly agree (*Totalmente de acuerdo*)

Agree (*De acuerdo*)

Neutral (*Neutral*)

Disagree (*Desacuerdo*)

Strongly disagree (*Totalmente desacuerdo*)

8. Do you agree that it is important to have prior knowledge of the topic that will be discussed in the English class? (¿Está usted de acuerdo con que es importante tener un conocimiento previo del tema que se va a discutir en la clase de inglés?)

Strongly agree (*Totalmente de acuerdo*)

Agree (*De acuerdo*)

Neutral (*Neutral*)

- Disagree (*Desacuerdo*)
- Strongly disagree (*Totalmente desacuerdo*)

9. From the following strategies, choose the ones you consider important to improve the development of oral activities in your English class. (De las siguientes estrategias, escoja las que considere importante para mejorar el desarrollo de actividades orales dentro de su clase de inglés.) (Choose the options you consider necessary) (Elija las opciones que considere necesarias)

- Carrying out activities individually (*Llevar a cabo actividades en forma individual*)
- Implementing discussion activities with the whole class (*Implementar actividades de discusión con toda la clase*)
- Developing oral activities in pairs or groups (*Desarrollar actividades orales en parejas o grupos*)

Thank you for your collaboration / Gracias por tu colaboración

Annex 3. Application of the survey.



Author. Keyla Tulcanaza

Annex 4. Interview with a teacher from the “Unidad Educativa Presidente Velasco Ibarra”.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS**

**INTERVIEW FORMAT FOR ENGLISH TEACHER AT UNIDAD
EDUCATIVA PRESIDENTE VELASCO IBARRA**

Objective. Learn how English teachers at the Presidente Velasco Ibarra

Educational Unit implement audiovisual resources for teaching pronunciation and their effect on learning.

1. How do you incorporate and use audiovisual resources, such as videos, recordings or presentations, in your teaching methodology to improve students' English pronunciation?
2. From your perspective, what type of audiovisual resources do you consider most effective in improving students' pronunciation?
3. Have you noticed any improvement in students' speaking skills thanks to the use of these resources? Could you give us some examples?
4. In your experience, does incorporating audiovisual resources help students identify and correct pronunciation errors on their own?
5. What advantages and disadvantages do you face when incorporating audiovisual resources in pronunciation teaching?

6. How do you assess students' progress in their pronunciation after using audiovisual resources in the classroom?

7. In your opinion, does the institution have the necessary equipment and technology to properly implement audiovisual resources?

THANK YOU FOR YOUR COOPERATION

Annex 5. Application of the interview.



Author: Keyla Tulcanaza

Annex 6. Validation instrument.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

Marcia Mantilla
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 Marcia Mantilla
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Firma del Evaluador
 C.C.: 1711539690

Apellidos y nombres completos	Marcia Lucía Mantilla Guerra
Título académico	Magíster en Docencia Universitaria Magíster en Lingüística Aplicada
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Teléfono	062977800
Fecha de envío para la evaluación del experto:	06/03/2025
Fecha de revisión del experto:	07/03/2025

Annex 7. Socialization form.

Objective: Collect suggestions, observations and recommendations for improvement and implementation

Proposal Summary:

The guide was designed to strengthen the English pronunciation of elementary school students through activities that enhance their knowledge and help them express their voice through active participation in class.

Questions asked:

	Observation
<p>Do you think the guide's objectives are clear and appropriate for seventh-grade students?</p> <p>Yes, the objectives are clear and appropriate for seventh grade. They are well-defined, achievable, and respond to students' needs, as they promote the development of basic communication skills in English, which is essential at this stage.</p>	<p>Yes. The material is relevant and meets the proposed objectives, but I think it would be positive to integrate some principles of Universal Design for Learning (UDL). This would offer different forms of representation (such as images, audio, or pictograms) and expression (oral, written, or digital productions), which would promote greater inclusion and allow all students to access learning in a more flexible way.</p>
<p>What suggestions do you have for improving the guide's audiovisual resources and materials?</p> <p>Sería conveniente incorporar videos breves con subtítulos, audios con variedad de acentos, y materiales visuales como infografías o esquemas que resuman los contenidos. También se podría añadir el uso de recursos digitales interactivos, como juegos o cuestionarios en línea, que refuercen el aprendizaje autónomo y hagan el proceso más atractivo.</p>	
<p>Do the activities presented encourage active participation and original expression?</p>	

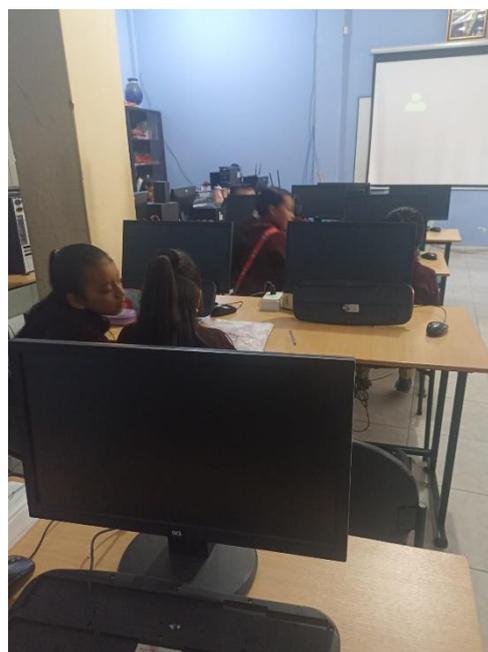
In general, yes. The activities are designed to encourage interaction and speaking practice. It's clear that students have opportunities to actively participate and express themselves in English. However, I would recommend diversifying the dynamics a bit more to ensure all students can participate equally.

Participant's signature:



Msc. Fernanda Cando

Annex 8. Photographs.



Author. Keyla Tulcanaza